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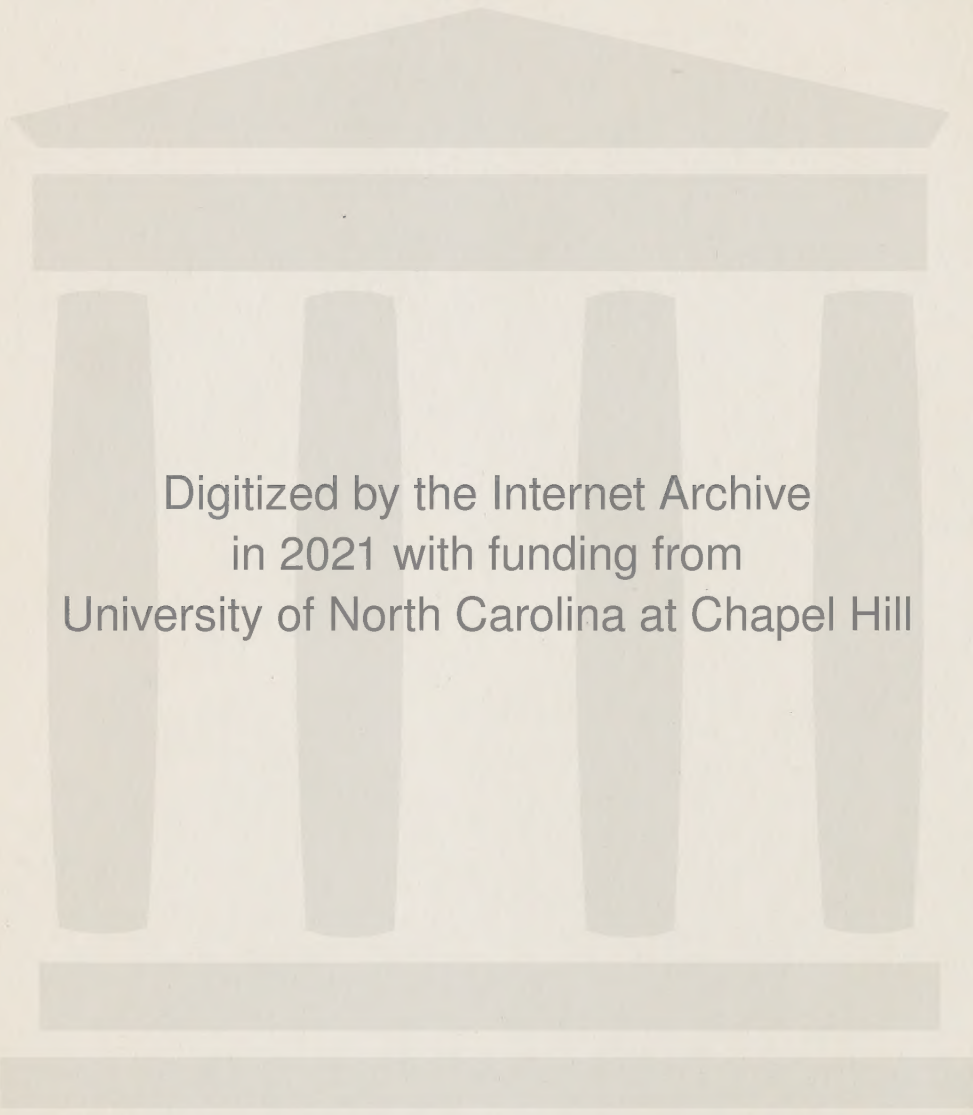
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BIENNIAL REPORT
OF
NORTH CAROLINA
BOARD OF CORRECTION AND TRAINING



Beginning
JULY 1, 1958

Ending
JUNE 30, 1960

BLAINE M. MADISON
Commissioner of Correction

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OF
NORTH CAROLINA
BOARD OF CORRECTION AND TRAINING



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THE NORTH CAROLINA BOARD OF CORRECTION AND TRAINING

	Terms Expire
C. A. Dillon, Chairman.....	6—30—65
T. Clyde Auman, Vice Chairman.....	6—30—63
Paul B. Bissette.....	6—30—65
Elton Edwards.....	6—30—63
Mrs. C. L. Gilliatt.....	6—30—61
M. S. Hayworth.....	6—30—65
Joseph W. Nordan.....	6—30—61
Steed Rollins.....	6—30—63
Dr. C. F. Strosnider.....	6—30—61
Dr. Ellen Winston, Ex-Officio	

* * * * *

BLAINE M. MADISON, Commissioner

C. G. BENNETT, Administrative Assistant

WILLARD L. BRIGNER

Supervisor of Psychological Services

R. VANCE ROBERTSON

Supervisor of Social Work Services

MRS. LESSIE P. MOORE, Secretary

R. G. McCASKILL, Maintenance Supervisor

MRS. MABEL G. GOODMAN, Secretary

MISS JANET M. MURPHY, Secretary

Honorable Luther H. Hodges
Governor of North Carolina
Raleigh, North Carolina

Dear Governor Hodges:

I have the honor to transmit to you the Biennial Report of the North Carolina Board of Correction and Training dating from July 1, 1958, through June 30, 1960. I think you will be interested to note that this report was printed by the vocational printing class in one of the Correction and Training Schools.

With the increase in juvenile delinquency across the country, and with the increased demands in North Carolina for more facilities to provide treatment and training for juvenile delinquents, the State Board of Correction and Training pledges its total resources and untiring efforts to provide a program that will meet the needs of the young people in our state who have behavior problems.

Respectfully submitted,

Clyde A. Dillon, Chairman
North Carolina Board of
Correction and Training

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A STATE - WIDE PROGRAM of CORRECTION and TRAINING

The General Statutes of North Carolina require the State Board of Correction and Training to "accept and train all delinquent children of all races and creeds under the age of eighteen as may be sent by the judges of the juvenile courts or by judges of other courts having jurisdiction, provided such persons are not mentally or physically incapable of being substantially benefited by the program."

The Board of Correction and Training prefers to think of the students in the correction and training schools as young people with problems, and not as problem young people. For these young people with problems a sound and constructive treatment program has been provided. Many young people fail to reach social and moral maturity through regular community resources, and engage in anti-social acts and attitudes to the degree of becoming delinquent. It is necessary to realize that their anti-social acts are symptoms of deeprooted sickness. The treatment process may require re-education as well as education. Many juvenile delinquents are not only untaught, they are mistaught. As a result, the rehabilitation effort must be planned to meet the individual needs of the young person with problems.

In many cases the nature and degree of the delinquent acts are such that treatment in a residence institution is indicated. In a correction and training school the misguided and mistaught individual finds opportunities for vocational and academic education compatible with his interests, aptitudes and abilities. Often the correction and training school represents the first chance that some youngsters have ever had for self-identification. At the same time a residence institution represents the last chance that some delinquents will have to prevent their going into a life of crime. Treatment and rehabilitation for juvenile delinquents is not cheap; however, it is far less expensive than crime.

PSYCHOLOGICAL AND SOCIAL WORK SERVICES

Maintaining a continuous relationship between the student, the family

and referral agency, the Social Worker introduces the new student to his new environment and serves in a guidance and counseling capacity throughout his residence in the training school.

Beginning with an evaluation, implemented by psychological testing and a study of his background experience, treatment plans are developed to meet the needs of each student. Through continuous guidance and counseling with the youth, effectiveness of treatment efforts are evaluated and treatment plans revised accordingly. Psychological and Social Work personnel participate in staff training in an effort to achieve maximum results for all students.

MEDICAL SERVICES

Upon admission each student has benefit of a physical examination. Whenever indicated medical and dental treatment are administered to assure physical well-being for a group that has often been neglected. Trained personnel serve as consultants and participate in planning and effecting the treatment of these children throughout their period of rehabilitation.

EDUCATIONAL AND VOCATIONAL SERVICES

Effective July 1, 1958, all of the training schools began the operation of the instructional programs for twelve full months each year. Up until that time the instructional programs had been operating for only ten months each year. The academic classes now meet 240 days per annum. This arrangement makes it possible for students to achieve more rapid educational growth per year and in this way compensate for some of the educational retardation which they experienced at the time of admission.

Integrating academic and vocational services provides an effective approach to the individual needs of these students. Wherever individual needs indicate, appropriate emphasis is placed. Certificated teachers, with special skills in working with these exceptional youth, create and maintain an atmosphere that brings forth abilities heretofore unrealized.

On-the-job training encourages and implements the development of skills in maintenance trades, modern farming and dairying methods, textile mill operations, printing, linotype and other trades. Girls are afforded opportunities in homemaking activities such as food preparation, child care, sewing, home gardening and other domestic activities designed to practical after-care needs. Opportunities in cosmetology provide technical skills and encourage the development of self pride. Handicrafts such as ceramics, knitting, crocheting, leathercrafts and weaving serve in learning to use leisure time construc-

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tively.

RELIGIOUS SERVICES

A first for many of these youngsters, Sunday school, church services and weekly prayer meetings contribute in untold measure toward spiritual enlightenment and re-orientation of personal values.

Restoring in many instances a lost or unknown faith, these services often serve in the alleviation of guilt and insecurity associated with bitter and unpleasant experience and behavior.

Beyond the more immediate therapeutic effect, the student is equipped with a sense of righteousness and well-being to aid him in helping himself.

RECREATIONAL SERVICES

Organized sports, camping trips, picnics, folk dancing and select television programs are a few of the recreational activities that facilitate the wholesome growth and development of these youth.

Teamwork, fair play, group spirit, and an opportunity to relieve gross tension are important ingredients in providing new and meaningful experiences to these young people.

GROUP LIVING

In the school atmosphere students are given the opportunity to learn to live by group decisions, to develop and maintain an acceptable level of citizenship in the campus community and to make positive contributions to group living. Prior to release students are allowed more academic and social freedom in which they will be able to demonstrate their ability to function as responsible citizens.

Living conditions in the schools are designed to be as near as possible like those in regular public schools and in community life. The rehabilitation process is structured to prepare students to return to their homes and to become compatible and contributing citizens in their own communities.

UNIFORM POLICIES AND PROCEDURES

The Board of Correction and Training has formulated and installed uniform policies and procedures for the guidance and administration of all of the correction and training schools. This has resulted in a more unified and coordinated program available for all students and has improved the level of service. The Board now operates with uniform policies in the areas of discipline, evacuation procedure, visiting, standardized terminology and duties and responsibilities of house counselors. Appropriate forms have been designed and

printed for the implementation of policies and procedures. The printing is done by a vocational printing class in one of the correction and training schools.

PERSONNEL

During this biennium the program has been improved and strengthened by the addition of a Supervisor of Social Work Services and one Secretary in the Administrative Offices. Food service in residence institutions is very important, and it is especially significant in institutions for young people. The food service programs in the schools have been improved significantly during the biennium by the addition of a classified Dietitian for each of the training schools. A trained Dietitian insures a balanced and well-prepared diet for all students and personnel. This is particularly significant because of the fact that many of the students are suffering from malnutrition at the time of admission to the training schools.

NEW TRAINING SCHOOL ESTABLISHED

Through the cooperation of the Governor, the 1959 General Assembly, the Department of Administration and the North Carolina Sanatorium System an arrangement was made to transfer to the North Carolina Board of Correction and Training the South Division of the McCain Sanatorium for use as a Correction and Training School. The facility includes three main buildings, one small shop building and 228 acres of land. This allocation was made effective on July 29, 1959.

Immediately following the allocation, the Board of Correction and Training began a renovation project to make the facilities more functional as a correction and training school. Due to the urgent need to provide for an increasing number of students, it was determined that some boys could be accommodated at the school during the process of renovation. Consequently, on September 16, 1959, eleven students were transferred from Morrison Training School to the Training School at McCain. From that small beginning the student body increased until there were 186 students at the school on June 30, 1960. The renovation has been completed and the plant is effectively arranged for use as a correction and training school.

On January 20, 1960, the Board of Correction and Training gave the new institution the official name of Leonard Training School. The school is named in honor of Mr. Samuel E. Leonard, who served as Commissioner of Correction for thirteen years. During his tenure in office, Mr. Leonard developed an excellent program of correction and training for the State and provided distinguished leadership in making possible Capital Improvements at all of

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the correction and training schools. On July 15, 1959, Mr. William R. Windley was appointed as the first Superintendent of the Training School at McCain. Prior to this appointment Mr. Windley had served as Assistant Superintendent at Morrison Training School.

CAPITAL IMPROVEMENTS

The following Capital Improvements have been authorized and are in the process of construction:

EASTERN CAROLINA TRAINING SCHOOL

Vocational Building
Two Staff Cottages
Storage Barn

LEONARD TRAINING SCHOOL

Multi-Purpose and Recreation Building

MORRISON TRAINING SCHOOL

Sewage Disposal Plant
Two Staff Cottages
Tool and Equipment Shed

STATE HOME and INDUSTRIAL SCHOOL for GIRLS

(Samarcand Manor)

Multi-Purpose and Recreation Building
Two Staff Cottages
Cottage for 25 Students
Addition to Vocational Building

STATE TRAINING SCHOOL for GIRLS

(Dobbs Farm)

Cottage for 25 Students
Physical Education Addition to School Building
Campus Lights

JACKSON TRAINING SCHOOL

Wing of Academic and Vocational School Building
Alterations to Administration Building
Two Barns

Respectfully submitted,

BLAINE M. MADISON
Commissioner of Correction

EASTERN CAROLINA TRAINING SCHOOL

ROCKY MOUNT, NORTH CAROLINA

Honorable Blaine M. Madison
Commissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

We herewith submit the seventeenth Biennial Report of Eastern Carolina Training School, for the two years ended June 30, 1960.

INSTRUCTION

Academic: Year-round academic school continues with six certified instructors directing curriculum studies correlated with the needs of the students and the public school program. Individual remedial assistance is stressed with each student in small classes. Two sections of special education exist with emphasis on beginning reading and writing. Four teachers work with the elementary level and two with the high school. Approximately one-fourth of the students are in the secondary school.

Both objective and subjective data are used in student placement and guidance. Most of the students respond to the program and continue at their level or higher when re-entering the public school system.

All classroom teachers assist in conducting Sunday School and prayer meeting programs. One teacher presides over the Boys' Service Club which includes students from all cottages and meets for the purpose of improving campus citizenship.

At the termination of each term calendar, special awards are made to the student who is most outstanding in each area of the curriculum, which includes the following: Language, Arithmetic, Science, Social Studies, Physical Education and Health and Citizenship.

Vocational: Vocational Agriculture and Industrial Arts continue to serve as units of credit in the training program. Motor Mechanics has been introduced as a unit of credit and is under the direction of a well qualified and

certified instructor. The addition of this phase of training will serve to meet the expanding need in this field.

A new and modern Vocational Arts building is soon to be constructed and will shelter our expanding Industrial Arts classes, the Motor Mechanics class, and Barber Shop.

Recreational: The recreation program at Eastern is perhaps typical of similar schools, with the bulk of the student body having a surprising lack of knowledge of group athletics. One wonders how, after being exposed to several years of schooling, these students can be so weak in the bare fundamentals of the major sports. Indeed, a good athlete is a rare individual at Eastern.

With the idea in mind to make up for the deficiency in this most important phase of student training, every available resource is used to develop interest toward taking part in the varied program offered throughout the year. Participation is encouraged from the simple games planned for the smaller boys to the major sports, in particular baseball and basketball. Last year we fielded a fair team in both of these sports and played exchange games with local groups. In addition, a schedule of intra-cottage games was followed. **However, varsity games were discontinued and more emphasis was placed on intra-cottage activities.** We feel the experiment was a success, with a greater number of boys actually engaged in team play.

No sport is neglected. During the warm months our athletic field and swimming pool are centers of activity, the latter being especially nice on hot nights. Field and aquatic contests are enjoyed on special holidays, and numerous other activities, such as picnics and fishing trips, are frequently in progress.

During the winter months and especially at night, our gym and cottage **playrooms are sites for many types of games and contests.** Each cottage is equipped with radio, television, reading material, and an assortment of games. Boxing gloves and musical instruments are passed around from time to time. Each cottage has a fully equipped kitchen for preparing snacks at frequent intervals, as well as refreshments for birthday parties. A planned recreational program is followed daily. On week ends this program is supplemented by additional activities.

COTTAGE LIFE

Counseling: Each cottage is staffed by capable and understanding house counselors, who serve to meet the personal needs of each student. They study,

plan, and work with each student with one goal: creating better citizens. They stand ready to try to answer all questions and solve all problems which arise with growing children. The influence of the house counselors and the home-like atmosphere which they provide in the cottages are the basic tools they use in building character, citizenship, and love--all necessary for a successful life.

Moral and Religious Training: Moral and religious training make up the foundation on which Eastern functions. Without emphasis on these two most important phases of life, our school could not exist. The students at Eastern receive their religious training through nightly devotions in the cottages, prayer meetings each Wednesday night, Sunday School and Church on Sundays. The church services are presented by ministers from the local churches in Rocky Mount, in cooperation with the Rocky Mount Ministerial Association. Students are given the opportunity and encouraged to join churches of their choice while at Eastern. Church letters are provided and sent to students' home churches when they return to their homes.

Group Living: One of the most important and probably one of the most difficult phases of school life for our students is adjusting to group living. The entire school program revolves around the one thing which our students lack—social adjustment in groups. The warm, home-like atmosphere which the cottage groups and the campus groups offer provides for a feeling of belonging and a feeling of unity among the students and staff. This feeling helps each student overcome his social obstacles and creates a healthy respect toward others

Personal Hygiene and Grooming: Another important type of training which we find students lacking upon entering Eastern is training in personal hygiene and grooming. Cottage counselors are continuously teaching and stressing the need and importance of keeping neat and clean. It is impossible, however, for all of the students to keep neat and clean due to the type of work in which some of them are engaged, such as farming, dairying, shop, tending boilers, and during recreational activities. Hair cuts for all students are provided by student barbers.

Housekeeping: Each cottage is assigned two students to assist the counselors in house work. These students are responsible for cleaning, waxing and other household chores. They are taught such duties and supervised by the counselors of the cottage. Each student, however, is assigned to a cleaning detail for which he is responsible before leaving his cottage in the morning, and each student is required to make his own bed.

GENERAL SERVICES

Food Service: Food service at Eastern continues to improve. There are used four full-time employees in this department. A Food Service Supervisor and three assistants instruct students in the preparation of meals, operation of dishwashing and glass washing machines, ice cream making, meat cutting, cleanliness, and all other phases of preparing and serving wholesome meals for students and staff.

Psychological and Social Service: Social services offered at Eastern are under the auspices of a trained social worker and the cottage counselors. The social worker provides both formal and informal counseling sessions for all students, whenever and wherever the need arises. The social worker continues relationships between student and parents, and between student and committing agency. The house counselors aid in the social services by supplying relaxed cottage atmosphere, personal interest and understanding—all important needs of the students. Each cottage is decorated and furnished in such a way as to suggest an average home, i.e., comfortable lounging chairs, television, pictures.

Psychological testing is afforded each student in order that his needs may be found and met, particularly in abilities, aptitudes, and interest. This information is gathered and compiled by the social worker as an aid for all staff members in their planning and working with the students, whether it be in discipline, future planning or counseling. The social worker is available at any time to any student and is also available to any interested parent or agency in planning for the students' future.

Where necessary, the psychological and social work services are augmented by public and private clinics, agencies, and child-development institutions to achieve maximum effectiveness in rehabilitating the delinquent.

Medical Care: Although our infirmary is very small and has limited funds, we were able to perform an adequate job. In general, the health of the boys has been good, with an average number of respiratory diseases, fractures, and lacerations. No communicable diseases occurred; however, we were plagued with a large number of appendectomies. The greater part of new admissions continue to need extensive dental repairs. The summer work of the Division of Oral Hygiene of the State Board of Health has been of invaluable assistance in this respect. For the first time in recent years arrangements were made for several much-needed partial plates.

Initial physical examinations continue as a matter of routine. Immuniza-

tion shots of tetanus and polio are completed as soon as possible after admission. Classes in health and health films are a part of the academic curriculum. This is continued in the cottages where personal hygiene is stressed.

Operation and Maintenance: There are two members of the personnel who devote full time to maintenance and operation of the school plant. There is a very definite need for an additional employee in this department. Students are assigned to the operational personnel as helpers. They gain valuable experience in auto mechanics, plumbing, painting and carpentry in this "on the job training" experience.

During the past biennium two staff houses were constructed by the personnel and students of this department.

Capital Improvements: Two staff houses were constructed by our maintenance staff and students during the past biennium. Plans and specifications have been completed for the construction of a new school facility which will enhance our training program. An Industrial Arts Building will provide a facility for training students in auto mechanics, metal work, carpentry, cabinet making, bricklaying and other related subjects.

Farm Operations: A farm supervisor, dairymen and two farm foremen comprise the personnel for farm operations. Students are assigned to these areas where they gain valuable work experiences.

Our dairy department has experienced outstanding success in developing a herd that reached a twelve thousand pound milk average per cow during the past year.

Our poultry department has been expanded and laying cages have been installed for better and cleaner operations. Egg production has increased to the point that our daily needs are met. Frying chickens are produced to provide an addition to our food services.

Our swine herd consists of a Duroc-Yorkshire Cross which provides pork and lard in abundance. Twenty thousand pounds of pork was cured last year. Our Hereford beef herd provides an abundance of beef for the school.

An irrigation system has been installed on our farm. A holding ditch has been constructed through the farm and water is pumped from Tar River.

We wish to express our sincere appreciation to you as Commissioner of Correction, and to the Board of Correction and Training for your splendid

cooperation in helping to expand and develop our program.

Very sincerely,

William D. Clark
Superintendent

PERSONNEL

Name	Classification	Date of Employment
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ADMINISTRATION

William D. Clark	Superintendent	11-15-28
Ethel B. Boone	Accounting Clerk	5-22-50
William W. Winborne, III	Social Service Worker	4-1-59
Willa Faye Patterson	Stenographer	6-1-58
Elizabeth R. Mayo	Typist	4-1-59

INSTRUCTION

Mack E. Livesay	Principal-Assistant Superintendent	2-5-51
James T. Boone	Teacher-Academic	9-23-57
Francis T. Teague	Teacher-Academic	4-27-59
James Harvey Ward, Jr.	Teacher-Academic	3-1-58
John M. Whitehurst	Teacher-Academic	11-16-56
Winfred B. Stevenson	Teacher-Recreation	4-1-36
William E. Earnhardt	Teacher-Vocational	3-9-59
James H. Griffin	Teacher-Vocational	11-19-56

CUSTODIAL CARE

Marshall G. Grissom	Food Service Supervisor	11-16-59
Alberta M. Coppedge	Food Service	8-15-53
Ethel C. Suggs	Food Service	11-14-52
James A. Suggs	Food Service	11-14-52
Cecil E. Baker	Counselor	3-16-60

Personnel—continued

Sidney T. Griffin	Counselor	11-5-58
Edward P. Jones	Counselor	2-1-58
Jasper G. Jones	Counselor	2-1-60
Junious B. McGhee	Counselor	9-26-55
Van C. Watson	Counselor	4-10-56
Evelyn J. Baker	Assistant Counselor	3-16-60
Katie H. Griffin	Assistant Counselor	1-1-59
Bertha W. Jones	Assistant Counselor	2-1-60
Ella M. Jones	Assistant Counselor	2-1-58
Betty W. Strange	Assistant Counselor	4-11-59
Nora W. Watson	Assistant Counselor	4-10-56
Mabel S. Hunt	Trades Supervisor	11-1-33

AGRICULTURE

William R. Burnette	Farm Supervisor	7-6-49
Harry V. Griffin	Dairy Herdsman	9-26-55
Curtis A. Manning	Farm Foreman	9-15-53
Oscar W. Patterson	Farm Foreman	1-1-58

OPERATION AND MAINTENANCE

William E. Parker	Maintenance Man	10-23-52
William P. Vick	Maintenance Man	10-21-57
William J. Avent	Watchman	8-1-59

GENERAL INFORMATION

Capital Assets ----- \$779,201

Capital Improvement Appropriation for the
1959-61 Biennium:

Code 65918:

1. Two Staff Cottages ----- \$ 23,000
2. Storage Barn ----- 5,700

Code 65965:

1. Vocational Building ----- 118,000
Total Appropriation ----- \$146,700

BUDGET

For the two years ended June 30, 1960

	Year Ended June, 1959	Year Ended June, 1960
Total Requirement -----	\$ 215,216	\$ 225,777
Less: Receipts -----	19,171	27,562
Appropriation -----	196,045	198,215
Cost per Capita:		
All Sources -----	1,444	1,546
Own Receipts -----	129	189
Appropriation -----	1,315	1,357
Summary by Purposes:		
I. - Administration -----	22,446	23,989
II. - Instruction -----	38,508	40,494
III. - Custodial Care -----	79,497	86,594
IV. - Agriculture -----	40,426	37,084
V. - Operation and Maintenance -----	30,548	37,616
VI. - Reserve for Deferred Obligations -----	3,791	
Totals -----	\$ 215,216	\$ 225,777

MOVEMENT OF POPULATION

	Year Ended June 30, 1959	Year Ended June 30, 1960
On Roll First of Year	144	145
ADMISSIONS		
Received from Courts -----	146	118
Returned from Conditional Release -----	12	10
Runaways Returned -----	5	2
Transferred from Other Institutions -----	—	1
Other Admissions -----	—	—
Total Admissions -----	163	131
On Roll and Admissions -----	307	276
SEPARATIONS		
Discharged without Conditional Release --	9	2
Conditionally Released -----	96	94
Runaways -----	29	12
Transferred to Other Institutions -----	27	17
Other Separations -----	1	—
Total Separations -----	162	125
Population End of Year -----	145	151
Average Population for the Year -----	149	146
Average Age of Students -----	14.7	14.8
Average Length of Enrollment -----	14 mos.	14 mos.

Parental Status of Students in Institution at End of The year

	Year Ended June 30, 1959	Year Ended June 30, 1960
Parents living together -----	80	76
Parents separated -----	25	15
Parents divorced -----	13	14
Step-Father -----	17	26
Step-Mother -----	6	2
Father deceased -----	19	18
Mother deceased -----	5	6
Orphans -----	—	—
Foster Parents -----	13	13
Illegitimate -----	5	5

AGE AND GRADE CLASSIFICATION

SCHOOL YEAR 1958-59

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10			1							1
11	2	2								4
12	12	3	2	3						20
13	9	3	6	1	4					23
14	13	4	10	9	12	2				50
15	15	6	11	20	15	11	4			82
16	4	7	2	6	11	8	15	2		55
17	4		1	3	4	3	3	2	1	21
18	1	2			1	1	1	1		7
Total	60	27	33	42	47	25	23	5	1	263

SCHOOL YEAR 1959-60

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10	3									3
11	1	2								3
12	8	1	1							10
13	7	3	3	2	4					19
14	14	7	7	5	3	7	1			44
15	8	5	6	8	15	15	5			62
16	10	3	4	5	5	15	8	5	1	56
17	4	3	4	2	2	3	4	5		27
18	1				2			1		4
Total	56	24	25	22	31	40	18	11	1	228

DISTRIBUTION OF POPULATION BY COUNTIES

County	1958	Year Ended June 30, 1959			Year Ended June 30, 1960		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	10	3	8	5	2	5	2
Anson	0	5	3	2	0	2	0
Ashe	0	1	1	0	0	0	0
Beaufort	2	1	3	0	0	0	0
Bertie	1	1	1	1	1	1	1
Bladen	2	5	2	5	7	5	7
Brunswick	1	0	1	0	0	0	0
Buncombe	8	1	8	1	8	3	6
Burke	0	0	0	0	2	0	2
Cabarrus	3	0	3	0	2	1	1
Caldwell	1	3	4	0	0	0	0
Camden	0	0	0	0	1	0	1
Carteret	2	2	2	2	3	2	3
Caswell	4	2	5	1	0	1	0
Catawba	0	0	0	0	6	0	6
Chatham	1	0	1	0	0	0	0
Cherokee	0	1	1	0	0	0	0
Chowan	0	0	0	0	2	0	2
Cleveland	0	0	0	0	1	0	1
Columbus	2	0	2	0	0	0	0
Craven	3	4	2	5	8	5	8
Cumberland	8	2	6	4	5	3	6
Currituck	0	1	0	1	0	0	1
Davidson	8	8	6	10	10	10	10
Durham	5	10	5	10	3	7	6
Edgecombe	4	0	4	0	1	0	1
Forsyth	2	6	4	4	2	5	1
Franklin	1	1	1	1	0	1	0
Gaston	3	5	4	4	0	2	2
Greene	2	1	2	1	0	1	0
Guilford	10	18	16	12	12	15	9
Halifax	3	3	2	4	2	2	4
Harnett	6	6	6	6	5	5	6
Haywood	0	6	3	3	1	3	1
Hertford	1	0	0	1	0	1	0

EASTERN CAROLINA TRAINING SCHOOL

21.

DISTRIBUTION OF POPULATION BY COUNTIES

County	1958	Year Ended June 30, 1959			Year Ended June 30, 1960		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Hoke	1	2	1	2	0	0	2
Jackson	1	0	1	0	0	0	0
Johnston	3	12	5	10	3	9	4
Lenoir	0	0	0	0	1	0	1
Lincoln	1	0	1	0	1	0	
Madison	2	0	1	1	1	1	1
McDowell	0	1	1	0	0	0	0
Mecklenburg	14	8	9	13	14	12	15
Mitchell	0	2	2	0	0	0	0
Nash	6	2	6	2	4	1	5
New Hanover	2	3	2	3	2	3	2
Onslow	2	1	1	2	3	1	4
Orange	1	2	2	1	2	1	2
Pamlico	1	2	2	1	0	1	0
Pasquotank	1	2	2	1	2	2	1
Pitt	0	3	1	2	1	0	3
Randolph	1	1	0	2	2	2	2
Richmond	0	1	1	0	0	0	0
Robeson	0	1	0	1	0	0	1
Rockingham	0	0	0	0	1	0	1
Rowan	0	1	0	1	0	0	1
Scotland	0	3	1	2	2	2	2
Stanly	0	0	0	0	2	0	2
Surry	1	0	1	0	0	0	0
Tyrell	0	1	0	1	0	1	0
Union	0	0	0	0	1	0	1
Vance	2	0	2	0	0	0	0
Wake	6	8	5	9	1	4	6
Warren	0	1	1	0	0	0	0
Wayne	3	3	2	4	2	1	5
Wilkes	1	2	1	2	1	2	1
Wilson	1	3	2	2	0	2	0
Yancey	0	1	1	0	0	0	0
United States District Court	1	0	1	0	1	0	1
Totals	144	162	161	145	131	125	151

MORRISON TRAINING SCHOOL

HOFFMAN, NORTH CAROLINA

Mr. Blaine M. Madison
Comissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

The eighteenth biennial report of the Morrison Training School for boys, covering the period from July 1, 1958 through June 30, 1960, is herewith submitted:

INSTRUCTIONAL

Academic Training: In the academic department all boys attend classes for four hours a day for twelve school months. Every boy entering Morrison is tentatively classified until he is given a battery of tests—achievement, personality, aptitude and psychological. These tests and his school record help to determine a boy's permanent classification.

Retarded pupils are given individual help in the special education classes. The pupils are placed in these classes according to their needs, giving each child an opportunity to participate in classroom activities on his level.

Music, art, dramatics, and varsity teams offer a chance for development of individual talent on a competitive basis. We are participants in the Annual Richmond County Music Festival and Spelling Bee, sponsored by the Richmond County Schoolmasters' Club. From this group of interested boys come our Boys' Choir, Glee Club, and School Band.

Our grades embrace the special groups through the twelfth grade, depending on the classification of the pupils. Our teachers, thirteen academic and six vocational, are well certified. Five of them have their Masters' Degrees, while others are seeking improvement through summer school and night extension classes.

A visual aid program includes special TV programs, educational films and filmstrips, covering the basic subjects. These aids play a great part in the child's understanding of classroom assignments.

Vocational Education: Because of the limited time that the boys spend in the institution, we are forced to increase our shop periods from two to four hours per day. Because of the time required to understand and learn a trade, and because of the boy's lack of readiness to make a final choice, a number of times the pupil is merely introduced to the tools of the trade. Hence, in many cases the occupation is pre-vocational or exploratory. Taking all this into consideration the training school offers many open doors to occupational activity of, at least, the semi-skilled trade. At Morrison we offer eight areas of vocational education. They are vocational agriculture, barbering, woodwork, bricklaying, painting, cement finishing, electricity, auto mechanics and shoe repairing. Leather crafts and plastics are taught to seventh and eighth grades.

The classes in vocational agriculture care for the poultry and preserve the surplus food in the campus cannery; the class in barbering keeps boys' hair trimmed; the auto mechanics class keeps the farm equipment and campus vehicles in repair; the industrial arts shop makes tables, bookcases, and furniture for buildings and helps with the major repairs on the campus; the engineering boys are responsible for keeping an adequate water supply, caring for furnaces, lights and machinery connected therewith; the boys working in the laundry keep the linen clean for all buildings.

The various areas of work give the individual an opportunity to choose the trade he is most interested in, and learn something about the various tools and skills needed in the vocation of his choice.

Recreational: The building of good character and strong healthy bodies is the primary purpose of our recreational program.

The recreational director and cottage parents carry on a program of intra-murals between the boys of different cottages. The recreational program is diversified and flexible enough to provide participation in activities for all boys regardless of age.

The campus lake is used from late spring until early fall for swimming, fishing and picnicing.

We also have television in each building and indoor games in all cottages. In addition we have a Boy Scout Troop, and various hobbies boys may pursue.

Campus parties are planned by teachers and counselors on various holidays as a form of reward for good conduct, or special work.

COTTAGE LIFE

The children entrusted to our care will some day return to their various

communities, and anything which will develop their particular abilities, give them a sense of security, and make their adjustment to community life easier, is within the framework of our cottage program. The many activities that are carried on in our program centers around educative and re-educative treatment, geared to the development of a healthy, happy personality and a successful adjustment to society.

Counseling: Helping the child know himself so he can solve his problems intelligently is a major responsibility of the counselors, teachers and work supervisors. This is done to a great degree by counseling.

The child that is committed to our school is not a problem child but a child with problems. It is the function of our program to alleviate these problems, thereby leading the child to realize that life holds many recognitions and satisfactions for him which he can achieve by following socially accepted modes of behavior.

Moral and Religious Training: The greatest force in the process of correctional training is found in the spiritual awakening of the child. Religious activities have always occupied a large part of our treatment and training activities. Each student is given the opportunity for sincere religious expression.

The experiences gained through our many religious activities build in the child a reverence for God and a conscious regard for moral principles. In order that each student may experience the satisfaction that comes as a result of Christian living, he must learn about Christ's way of life and what He expects of His followers. This knowledge can be gained through the study of the Bible in the Sunday School service held each Sunday, in daily devotional services in the cottages, in the classroom, in prayer services, in special religious programs in which the child participates and in his relationships with others.

The staff members are active in the Sunday School and other religious programs. They encourage student participation and their response is gratifying.

Group Living: Living together in a group enables our students to acquire an understanding and appreciation of the democratic way of life. The value of a congenial group offers a setting which has controls, protection and a totality of treatment which many of our students have not experienced before.

Our students learn to accept authority and regulations through their

experiences in a group. It is certainly true that to live in any society or culture we must abide by certain regulations and accept certain authority. This is not only for the group's welfare but for the individual child's own security. Where there are no rules or regulations, no structure or consistency, the child is faced with a confusing, conflicting, and insecure situation. We provide the students with experiences that are stable, uniform, and consistent, thereby contributing to their security.

Most of our recreational activities are designed for students as a group. This offers our students the opportunity to express their personality and learn good sportsmanship, not through abstract teaching, but by experiencing it in their relationship with other children thereby achieving happiness and contentment.

There is overwhelming evidence to show that when children are happy and contented, disciplinary problems are greatly reduced.

Personal Hygiene and Grooming: The students are taught every day the value of practicing good health habits. Cleanliness and orderliness are stressed over and over each day in the hope that these practices may become a permanent part of the life of each student.

Our boys are taught to wash their hands and take a bath daily, to brush their hair and teeth properly; to keep their shoes polished; to keep their clothing clean; and to perform all the necessary duties in becoming a well-groomed person.

Housekeeping: It is our aim to instill in our students a sense of pride for the place in which they live and for other areas as well. They are taught the importance of cleanliness and orderliness of their cottage and the cottage surroundings.

Upon arrival at the school the child is taught to make his bed, and care for his clothing, shoes and other personal items.

Each student is assigned specific housekeeping duties in his cottage, and these duties are carefully carried out because the boy realizes that the cottage will be inspected each day, and he takes pride in showing his work.

Helping to keep the cottage clean and in order has positive value for the students and is greatly important in the treatment and training process. However, we believe that cleanliness and orderliness should not over shadow the comfort and security of students entrusted to our care.

GENERAL SERVICE

Food Service: Aside from being one of the most important departments

of our institution, the food service department adequately meets the feeding program and nutritional needs of our students. We are staffed with seven employees and several boys who are student helpers.

We are proud to be able to enjoy a department that has been adequately and modernly equipped with many useful facilities, especially in our bakery department which now provides the students with a vocation in baking.

Our ultimate goal is toward meeting our nutritional needs through well-balanced appetizing meals, served in an atmosphere conducive for training our boys in table etiquette.

Psychological and Social Services: The Psychological Testing Program is designed with a twofold purpose at Morrison. First, to make the proper evaluation of each boy admitted to the institution; second, to share this information with the staff members who will work with the child. It is felt that with a better understanding of the individual and his problems, a wholesome relationship can be established between the child and the staff member. Without this appraisal, counseling and guidance are likely to fail.

The Wechsler Intelligence Scales and the Mental Health Analysis tests are given each boy during his orientation period. If individual cases need further testing services referrals are made and conducted. The results of these tests, along with achievement test scores, and school grades last attended are used as criteria in academic and vocational assignments of pupils.

The Social Service Department has broad responsibilities. The worker is intimately related to the entire program as one of the persons primarily responsible for the individual youngster's treatment program. His duties are divided into two major categories: first, casework duties, and secondly, counseling services.

The important functions of the Social Service Department are to review records submitted by committing agencies, and to evaluate significant material to be used in the orientation program. The worker is a key figure in the orientation program, meeting the boy on arrival, being responsible for the initial interview, interpreting the rules, and helping to establish the rehabilitation program for each student. The Social Service division is responsible for initiating and keeping up-to-date the "running records" of each student by the compilation of information pertinent to the student to be used at staff conferences on placement, classification, and evaluating the student's progress.

The Social Service Worker strives to maintain a continuing relationship with the families of the students in an effort to foster a better understanding of the varied problems, and to make improvements wherever possible. He serves

as a liaison between the child and all contact with the outside community, such as visits from relatives, emergency home visits, vacation visits, communicating with other social agencies concerned with the student, and communicating with parents.

Whenever possible, the Social Service Worker plans series of interviews with students, aimed at improving his adjustment through the development of more wholesome attitudes, and guided by his specific needs. He is available to students at any time in accordance with the policy of the school. He serves as a consultant to staff members in their dealing with the students, both informally and at staff conferences in helping them to become more aware of the needs of the students.

Medical Services: In our medical services we stress the importance of preventive treatment.

On admission, each boy has a physical examination by the school physician and a S. T. S. by the State Laboratory of Hygiene. If indicated necessary treatment is given.

We have been fortunate during the past two years not to have had any serious accidents or major operations. The overall health picture has been satisfactory.

We have had the occasion to utilize services of local surgeons, dentists, E. E. N. T. specialists and the local health department for follow-up care on several boys.

The school physician makes bi-weekly visits and daily sick calls are made by the resident nurses.

The dental clinic is held annually under the direction of Dr. J. H. Barnhill of the State Board of Health, Division of Oral Hygiene.

Operation and Maintenance: At Morrison all maintenance is done with student help under the supervision of experienced staff members.

The areas of work in which students may gain experience are the operation of boilers, masonry, mechanics, painting, screening, plumbing, heating, refrigeration, carpentry, and electrical appliance repair.

All maintenance work is carried out under rigid supervision, and all jobs must meet the minimum requirements as set forth by the building code of North Carolina.

Permanent Improvement: Two cottages built during the summer of 1959 have been occupied and at present seventy-three boys and five supervisors are living in them.

The dining room has been completely renovated with modern stainless

steel equipment, modern steam tables, and a bakery fully equipped.

The industrial arts classes have completed a cement block building to house the farm equipment and fertilizer.

Farm Operations: The chief objectives of the farming program are to train the boys for useful employment in farming and other related industries; and to produce a large part of the agricultural products that are consumed by the school population.

There are seven areas in which a boy may become interested in farm work: dairy, poultry, swine, field crops, truck gardening, food preservation, and farm mechanics. It is felt that we can fit an individual for any region of the state, and produce a variety of agricultural commodities for the school dining room.

To improve soil fertility, it has become necessary to establish a soil conservation program which includes strip cropping along with crop rotation. Irrigation has been practiced successfully in the truck cropping area. In many cases work on the farm has been a good therapy measure. The farm has supplied fresh agricultural products of quality and in quantities that would have been difficult to obtain otherwise.

Acknowledgments: To His Excellency, Governor Luther B. Hodges, the Budget Bureau, the Division of Purchase and Contract, the Chairman and Members of the Correction Board, the State and County Welfare Departments, the Advisory Board, and Juvenile Judges, I am deeply grateful for the support and understanding given us this biennium.

To the many friends of the school who have sent the boys individual and group gifts and magazines, I extend profound gratitude.

The staff has given its cooperation and cheerful services whenever and wherever duty demanded. I am greatly indebted to them for their loyalty and dedication.

You, Mr. Blaine M. Madison, and the members of the Administrative Office, have been ceaseless in your efforts to understand and improve the entire program of the State Training Schools since your incumbency. Be assured of my gratitude, and may you be abundantly rewarded with your services for reclaimed youth. Thank you for permitting me to have a part in this work.

Respectfully submitted,

J

P.R. Brown, Superintendent

PERSONNEL

Name	Classification	Date of Employment
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ADMINISTRATION

P. R. Brown	Superintendent	4-1-44
Henry W. Parker	Assistant Superintendent	7-21-58
Robert E. Edwards	Accounting Clerk	7-16-51
Hosea C. Brower	Social Service Worker	8-15-53
John M. Sledge	Buyer	12-1-59
Rosa L. McKoy	Stenographer	10-1-50
Claudette R. Worth	Typist	12-17-59

INSTRUCTION

Josephine S. Brown	Principal	9-1-44
Lauraellen W. Douglass	Teacher-Academic	9-1-44
Dorothy B. Shaw	Teacher-Academic	9-15-46
Troy J. Moore	Teacher-Academic	9-4-57
Palmer C. Balsley	Teacher-Academic	9-1-59
Clarice H. Williams	Teacher-Academic	7-1-51
Tycer R. Scriven	Teacher-Academic	9-1-54
Edna R. Scriven	Teacher-Academic	9-1-54
Stuart W. Macon	Teacher-Academic	8-27-58
Flara M. Hasty	Teacher-Academic	9-1-55
Alvin L. Cooper	Teacher-Academic	9-1-59
Pecolia Brunson	Teacher-Academic	9-2-57
Jessie C. Thomas	Teacher-Academic	4-26-58
Emanuel S. Douglass	Teacher-Vocational	6-1-48
William S. Dockery	Teacher-Vocational	10-1-59
Eugene D. Dixon	Teacher-Vocational	9-1-59
Johnnyson P. Jones	Teacher-Vocational	9-1-57
Livingston L. Lyons	Teacher-Vocational	12-15-58
Nathaniel H. Thomas	Teacher-Vocational	5-6-56
Lorenzo Balsley	Teacher-Recreation	6-23-43

CUSTODIAL

Otelia C. Peerman	Dietitian	7-1-58
Sarah Mae Bell	Food Service	2-22-60
Leo Williams	Food Service	7-1-51
Eddie Pride	Food Service	6-1-59
Annie M. Hailey	Food Service	8-23-44
Viola Goodwin	Food Service	9-1-50
William S. Lucas	Food Service	4-22-60

Personnel—continued

Joseph M. Thompson	Head Counselor	12-8-52
William J. Rigby	Head Counselor	11-4-58
Henry M. Smith	Counselor	11-6-58
Walter P. Thomas	Counselor	5-1-59
Oscar L. Hinton	Counselor	10-1-59
Foster Moody	Counselor	4-3-53
Frank T. Boyd	Counselor	7-1-57
Charles D. McNeill	Counselor	7-7-58
Robert J. Covington	Counselor	10-1-59
James H. Justice	Counselor	7-16-55
Stanley C. McCorkle	Counselor	11-3-58
Halbert A. Jackson	Counselor	3-17-59
William F. Cochran	Counselor	5-5-60
Herbert E. Foy	Counselor	4-30-56
William E. Currie	Assistant Counselor	5-9-60
Ila D. Stanback	Assistant Counselor	9-1-51
Never M. Thompson	Assistant Counselor	4-1-58
Gertrude Ransdell	Assistant Counselor	9-1-58
Dorothy C. Brower	Assistant Counselor	7-1-53
Leon McDonald	Assistant Counselor	3-28-60
Sarah P. Adams	Assistant Counselor	6-1-60
Mary L. Boyd	Assistant Counselor	11-15-57
Clifton Gore	Assistant Counselor	4-21-60
Lawrence W. Ray	Assistant Counselor	4-18-60
Bertha E. Cooper	Assistant Counselor	9-1-59
Herbert Small	Watchman	6-13-60
David L. Galbreath	Watchman	3-13-58
Herman Little	Trades Supervisor	9-16-52
Janice R. Brown	Head Nurse	12-21-59
Sallie C. Carew	Practical Nurse	9-27-58

AGRICULTURE

Richard L. Jones, Jr.	Farm Supervisor	9-1-56
Alfred M. Davenport	Dairy Herdsman	8-27-58
Robert L. Ellerbe	Farm Foreman	3-4-60
Harvey L. Hart	Farm Foreman	5-1-53
Thomas C. Leak	Farm Foreman	3-5-57
Leroy Goodwin	Farm Foreman	4-19-54

OPERATION AND MAINTENANCE

Lee A. Tyner	Maintenance Man	12-10-51
Gordon W. Tomlinson	Maintenance Man	12-1-57
Carl L. Hall	Maintenance Man	8-24-59
George Ellerbe	Grounds Maintenance Man	1-1-60

GENERAL INFORMATION

Capital Assets ----- \$1,604,476

Capital Improvements Appropriation for the
1959-61 Biennium:

1. Sewage Disposal Plant -----	\$ 55,000
2. Two Staff Cottages -----	16,000
3. Tool and Equipment Shed -----	3,600
Total Appropriation -----	\$ 74,600

BUDGET

For the Two Years Ended June 30, 1960

	Year Ended June, 1959	Year Ended June, 1960
Total Requirements -----	365,913	456,429
Less: Receipts -----	26,089	33,516
Appropriation -----	339,824	422,913
Cost per Capita:		
All Sources -----	1,154	1,342
Own Receipts -----	82	98
Appropriation -----	1,072	1,244
Summary by Purposes:		
I. - Administration -----	36,943	36,812
II. - Instruction -----	79,940	109,113
III. - Custodial Care -----	157,550	208,809
IV. - Agriculture -----	52,473	48,369
V. - Operation and Maintenance -----	37,240	45,824
Workmen's Compensation -----	1,767	7,502
Totals -----	365,913	456,429

MOVEMENT OF POPULATION

	Year Ended June 30, 1959	Year Ended June 30, 1960
On Roll First of Year -----	283	335
ADMISSIONS		
Received from Courts -----	246	263
Returned from Conditional Release -----	35	48
Runaways Returned -----	3	4
Transferred from Other Institutions -----	—	3
Other Admissions -----	—	—
Total Admissions -----	284	318
On Roll and Admissions -----	567	653
SEPARATIONS		
Discharged without Conditional Release -----	20	29
Conditionally Released -----	185	212
Runaways -----	19	9
Transferred to Other Institutions -----	7	50
Other Separations -----	1	—
Total Separations -----	232	300
Population End of Year -----	335	353
Average Population for the Year -----	317	340
Average Age of Students -----	13.9	14.4
Average Length of Enrollment -----	15.1 mos.	13.7 mos.

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1959	Year Ended June 30, 1960
Parents living together -----	88	124
Parents separated -----	65	82
Parents divorced -----	6	—
Step-Father -----	—	—
Step-Mother -----	—	—
Father deceased -----	43	23
Mother deceased -----	23	18
Orphans -----	5	8
Foster Parents -----	—	1
Illegitimate -----	50	59

DISTRIBUTION OF POPULATION BY COUNTIES

	1958	Year Ended June 30, 1959			Year Ended June 30, 1960		
County	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	1	1	1	1	2	1	2
Alexander	0	0	0	0	1	1	0
Alleghany	0	0	0	0	1	0	1
Anson	5	1	2	4	3	4	3
Avery	1	0	1	0	0	0	0
Beaufort	3	3	2	4	3	2	5
Bertie	0	0	0	0	3	1	2
Bladen	2	2	4	0	4	0	4
Buncombe	1	10	2	9	6	5	10
Burke	1	1	1	1	0	0	1
Cabarrus	4	5	2	8	3	5	6
Caldwell	1	4	0	5	0	5	0
Camden	0	0	0	0	1	0	1
Carteret	1	0	1	0	0	0	0
Caswell	0	2	0	2	0	2	0
Catawba	1	5	1	5	1	3	5
Chatham	0	1	0	1	2	1	2
Chowan	2	1	2	1	1	0	2
Cleveland	2	2	2	2	2	2	2
Columbus	7	0	6	1	2	1	2
Craven	7	5	3	9	7	6	10
Cumberland	15	13	17	11	13	10	14
Dare	1	0	0	1	0	1	0
Davidson	4	1	3	2	4	1	5
Duplin	0	3	1	2	2	2	2
Durham	12	13	4	21	17	20	18
Edgecombe	9	4	9	4	5	3	6
Forsyth	16	20	13	23	24	20	27
Franklin	2	2	1	3	1	4	0
Gaston	2	2	2	2	2	2	2
Gates	0	1	0	1	0	1	0
Granville	1	1	1	1	3	1	3
Greene	2	0	2	0	2	0	2
Guilford	16	18	13	21	28	17	32
Halifax	5	1	3	3	5	2	6
Harnett	4	2	4	2	4	3	3
Henderson	2	2	1	3	1	3	1
Hertford	1	0	0	1	0	1	0
Hoke	1	0	1	0	0	0	0
Hyde	1	0	1	0	0	0	0

DISTRIBUTION OF POPULATION BY COUNTIES

County	1958	Year Ended June 30, 1959			Year Ended June 30, 1960		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Iredell	5	3	5	3	3	2	4
Johnston	4	9	3	10	5	10	5
Lee	3	1	3	1	1	1	1
Lenoir	4	4	2	6	3	4	5
Lincoln	0	0	0	0	2	0	2
Martin	5	6	5	6	0	5	1
Mecklenburg	30	35	27	38	50	41	47
Montgomery	0	0	0	0	1	0	1
Moore	2	1	2	1	2	3	0
Nash	3	4	2	5	12	6	11
New Hanover	7	6	7	6	6	6	6
Northampton	1	1	1	1	2	1	2
Onslow	2	2	2	2	1	2	1
Orange	0	4	0	4	1	2	3
Pasquotank	3	2	2	3	0	2	1
Perquimans	0	3	0	3	0	3	0
Person	1	0	1	0	0	0	0
Pitt	5	1	3	3	5	4	4
Polk	1	0	1	0	0	0	0
Randolph	1	1	2	0	3	0	3
Richmond	5	0	3	2	3	2	3
Robeson	12	6	4	14	3	12	5
Rockingham	2	1	1	2	3	1	4
Rowan	5	5	4	6	5	6	5
Rutherford	6	8	6	8	2	5	5
Sampson	1	3	2	2	3	4	1
Scotland	4	1	3	2	8	3	7
Stanly	3	5	3	5	3	4	4
Surry	1	0	1	0	1	0	1
Transylvania	1	0	1	0	0	0	0
Tyrrell	1	0	0	1	1	1	1
Union	1	3	3	1	1	0	2
Vance	2	2	2	2	1	0	3
Wake	18	23	15	26	14	22	18
Warren	1	0	0	1	0	1	0
Washington	1	0	0	1	0	0	1
Watauga	0	0	0	0	1	0	1
Wayne	5	11	5	11	11	10	12
Wilson	6	3	4	5	8	7	6
Totals	285	281	231	335	318	300	353

MORRISON TRAINING SCHOOL

35.

AGE AND GRADE CLASSIFICATION

SCHOOL YEAR 1958-59

Age	Grades							Total
	Special Education	6	7	8	9	10	11	
8	1							1
9	2							2
10	11							11
11	3	5						14
12	14	9	7					30
13	7	9	11	8	2			37
14	18	10	10	20	1			72
15	4	9	21	26	31	4		96
16		1	4	1	7	3		16
17			1		1	1	1	
18			1					1
Total	61	43	58	59	54	8	1	284

SCHOOL YEAR 1959-60

Age	Grades							Total
	Special Education	6	7	8	9	10	11	
9	2							2
10	3		1					4
11	4	2						6
12	8	5	1	1	1			16
13	4	9	12	6	2			33
14	12	15	23	22	23	1		97
15	9	9	28	26	40	10	2	124
16	4	2	4	2	5	5	7	29
17				2	2	1	1	6
18			1					1
Total	47	42	70	59	73	17	10	318

STATE HOME AND INDUSTRIAL SCHOOL

EAGLE SPRINGS, NORTH CAROLINA

Mr. Blaine M. Madison
Commissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

It is a pleasant duty for me to submit to you the biennial report of the State Home and Industrial School for Girls for the period July 1, 1958 to June 30, 1960.

INSTRUCTIONAL

Each student spends four hours per day in academic classes. During the remainder of the school day each student attends vocational classes or takes part in supervised recreation and in regular work assignments. An effort is made to fit the school work and the institutional assignments to the individual ability of the student, so that the student may receive the maximum value from her daily work.

The academic school is now in operation for twelve months each year. Ten properly certified teachers are employed for the academic school, which is under the supervision of the Principal-Assistant Superintendent.

In the academic school, regular classes are taught for Grades 5 through 12. If a student is classified below Grade 5, she is enrolled in Special Education classes. In these classes the student is given individual assistance in those subjects in which she needs special help.

The school plant and equipment are adequate for our current needs. There is, however, a continuing need for additional educational supplies. Especially valuable and widely used have been our audio-visual supplies, including two 16 mm. projectors, two slide projectors, and several film strips.

The program in music continues to play a vital role in the curriculum of the academic school. Under the supervision of a public school music teacher, all of the girls take part in the music program. Those who show musical talent receive individual attention, and choral groups perform frequently at school and church functions. The girls are enjoying a new piano which has recently been added to the music room.

Typing and other practical business courses such as mathematics, business English and bookkeeping are taught to the girls in Grades 10, 11 and 12.

Home Economics classes are taught to the girls in Grades 8, 9, 10, 11 and 12. In this area of study the public school curriculum is followed and the courses carry full high school credit.

The vocational school is an important part of our school program. In addition to their academic classes, the students are enrolled in vocational classes such as sewing, weaving, arts and crafts, homemaking, cooking, home nursing, and laundering. These classes are conducted by persons well qualified in each field. In these classes the girls learn to prepare meals, from the planning to the serving of the meal. They also receive valuable vocational training in waitress work, and they learn how to care for kitchen and dining room equipment.

Among the recent innovations in our vocational curriculum are courses in beauty culture and work which will enable some of the girls to qualify as nurses' aids. These courses are popular with the girls and will be of great value to them in their later careers.

Under the supervision of a highly competent physical educational instructor, a recreational program especially suited for a correctional institution is maintained. Regular classes in physical education are held, and attention is given to the special physical problems of individual students. Intramural games and contests not only provide enjoyable activities, but also teach the girls how to get along with one another and the value of cooperative efforts. An effective Girl Scout program is also directed by the physical education instructor.

We believe that our academic and vocational programs are functioning effectively, and the teachers and administrators find the results of the course work highly gratifying.

COTTAGE LIFE

Cottage life is one of the most important parts of the institutional program. Since this is where the student lives, it is important that this phase of the program be well-planned and integrated with the overall institutional program. The efficiency of this phase of the institutional work has been improved by the work of Mr. Vance Robertson who has held frequent workshops with members of the cottage staffs.

Counseling is an important feature of life in the cottage. Special efforts are made to see that each student has access to a staff or cottage counselor who can understand and discuss their problems and offer sound advice. We attempt to have a varied program in the cottage to prevent monotony and yet give the students an opportunity to relax. The time spent in the living unit seems to be the best opportunity for the student to feel free and relaxed.

Moral precepts and religious training are stressed in the cottage and throughout the institution. Each day begins with a short devotional program by the girls in each of the five living units. All girls participate in this under the supervision of the cottage counselor. The Sunday School lesson is studied in the cottage setting and each cottage alternates in assisting with the Sunday morning Sunday

School in the chapel. This program is under the supervision of the counselor or head counselor of the cottage. All students attend church services on Sunday afternoon in the chapel. Different ministers representing the various protestant denominations conduct the services. The choir has special music for the service. The students attend church by choice and look forward to the service.

Our cottage system offers an excellent opportunity for group living. Here the students must learn to live together. They learn to respect the rights of others and to work for the common good of the group. They have an opportunity to develop social graces and good habits in personal hygiene and to get along with others in the routine cottage life.

Personal hygiene and good health rules are emphasized both by the resident nurse and the cottage personnel. Much attention is paid to good grooming, personal hygiene, care of clothing, and general physical well-being. We believe the personal habits the students form will go with them when they leave the institution.

Housekeeping is a natural field of interest for girls, and we attempt to teach each girl the most important features of good housekeeping. For example, each student learns and is required to make her bed according to acceptable standards. She also must keep a clean and orderly room. In addition she is expected to assume regular housekeeping duties in her living unit.

Closely related to the homemaking program is the laundry work. The laundry is operated like a commercial laundry. The girls learn this operation as they do the laundry for the institution. This department is well supervised and the students have an excellent opportunity in this field.

GENERAL SERVICES

FOOD SERVICE: Each of the five cottages has a kitchen and dining room. The food supplies are issued from the central storage house to these five units on a daily and weekly basis. A uniform menu is used throughout the institution. The food is prepared by the students under the supervision of a staff member. The kitchen and dining room is an ideal laboratory for the girls to learn proper preparation and serving of food. Assignment to work as a cook is one part of the vocational training offered. Nearly all students while at Samarcand have an opportunity to work in a kitchen. Waitress work is also used as a training opportunity. The students learn to set a table properly and to serve a meal in an acceptable way. Each day a well-balanced and varied menu is offered. A dietitian plans the meals and supervises the preparation of the food in the food centers.

PSYCHOLOGICAL SERVICE: The psychological services are directed by personnel from the Board of Correction and Training. The institution has one person for social and psychological work. Her work includes routine testing of newly admitted girls, counseling students in need of special counseling, supervising family visits and making progress reports.

MEDICAL CARE: The medical care program has continued efficiently under the direction of Dr. J. P. Bowen. The resident nurse works under his direction. Efforts are made to correct any physical defects which the students

may have. During the summer months the girls' teeth are examined and cared for by dentists from the State Board of Oral Hygiene.

FARM: The farm has been operated efficiently. Careful management on the part of the farm supervisor has resulted in good production of dairy products, swine, poultry, and vegetables. The girls work in the gardens, care for the poultry and gather and conserve vegetables. Canning is a useful part of our training program. The girls also learn about the care of milk. They pasteurize and bottle the milk and, under supervision, care for the storage and issuing of food. The students have enjoyed participating in the farming program, and in many cases the outdoor work has been an excellent therapy measure.

MAINTENANCE AND OPERATION OF PLANT: Maintenance personnel have continued to keep the buildings and equipment properly repaired and in good order for efficient operation. Gardner Hall, our oldest dormitory, has had extensive repairs. Hot water is now available in each bedroom, new showers have been installed, and the interiors have been repainted. The most striking single improvement in the physical plant is the addition of Leonard Cottage, a new dormitory of 50 girls which has been completed and occupied during this biennium.

In conclusion I wish to express again my appreciation to the staff of the school, to the Commissioner of Correction, to the Board of Correction and Training, and to the Department of Welfare and many other agencies and friends who have contributed so generously to the progress of the work at the State Home and Industrial School for Girls during this biennium.

Respectfully submitted,

(Miss) Reva Mitchell,
Superintendent

PERSONNEL

Name	Classification	Date of Employment
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ADMINISTRATION

Reva Mitchell	Superintendent	8-1-32
Sarah Dunlap	Accounting Clerk	11-1-43
Edna K. Cole	Typist	1-16-56
Elaine Moore	Stenographer	3-4-57
Eleanor R. Blakely	Stock Clerk	12-16-56
Rose A. Schnopp	Social Service Worker	7-1-58

INSTRUCTION

John L. Parrish	Principal-Asst. Supt.	8-21-57
Ruth M. Carter	Teacher-Academic	8-26-59
Billigene A. Garner	Teacher-Academic	8-26-59

PERSONNEL—continued

Mary Hoyle	Teacher-Academic	8-15-58
Mildred R. McKeithen	Teacher-Academic	9-3-56
Alberta Monroe	Teacher-Academic	9-3-56
Katie S. Myers	Teacher-Academic	11-1-58
Amelie B. Sheffield	Teacher-Academic	8-26-59
Ethel Spears	Teacher-Academic	8-24-49
Helen W. Tribble	Teacher-Academic	8-27-58
Joyce B. Wilson	Teacher-Academic	9-14-59
Lula H. Eatmon	Teacher-Vocational	12-1-54
Mary B. Munford	Teacher-Vocational	2-1-59
Cora Donaldson	Teacher-Recreation	8-1-57

CUSTODIAL

Jane M. Boyd	Head Counselor	1-27-58
Connie G. Cameron	Head Counselor	4-15-48
Hallie A. Snyder	Head Counselor	8-1-58
Eunice L. Williams	Head Counselor	5-15-57
Fannie Q. Caulk	Counselor	3-18-60
Lillie H. Parker	Counselor	12-16-49
Lolita D. Phillips	Counselor	11-16-58
Doris Cameron	Food Service	12-15-52
Mildred S. Cress	Food Service	9-1-59
Mittie D. Flowers	Food Service	5-1-59
Edith P. Pankey	Food Service	12-8-58
Blanche H. Tilley	Food Service	12-15-59
Janet Heath	Food Supervisor	11-17-59
Nita M. Little	Trades Supervisor	3-1-59
Edith Markham	Trades Supervisor	7-16-41
Ora Shorter	Nurse	1-29-58

AGRICULTURE

John C. Stewart	Farm Supervisor	11-27-24
John D. Blue	Herdsman	6-1-59
Richard C. Rhyne	Dairyman	10-6-57
Henry Morrison	Farm Hand	6-15-25
Lyndon W. Hall	Farm Hand	6-7-58

OPERATION AND MAINTENANCE

Henry V. Liles	Maintenance Man	4-15-55
Paul H. Cole	Maintenance Man	10-6-58
Eugene B. Parsons	Maintenance Man	9-7-59
Emmanuel Harrington	Boiler Room Fireman	12-5-54

GENERAL INFORMATION

Capital Assets ----- \$1,721,627

Capital Improvements Appropriation for the
1959-61 Biennium:

1. Cottage for 25 Girls -----	125,000
2. Two Staff Cottages -----	23,000
3. Multi-Purpose Recreation Building -----	124,000
 Total Appropriations -----	 \$ 272,000

BUDGET

For the Two Years Ended June 30, 1960

	Year Ended June, 1959	Year Ended June, 1960
Total Requirements -----	239,314	270,722
Less: Estimated Receipts -----	17,916	20,261
Appropriation -----	221,398	250,461
Cost Per Capita:		
All Sources -----	1,190	1,365
Own Receipts -----	88	101
Appropriation -----	1,102	1,264
Summary by Purposes:		
I. - Administration -----	28,552	28,648
II. - Instruction -----	54,003	60,497
III. - Custodial Care -----	88,264	100,162
IV. - Agriculture -----	33,843	34,903
V. - Operation and Maintenance -----	34,652	46,512
Totals -----	239,314	270,722

MOVEMENT OF POPULATION

	Year Ended June 30, 1959	Year Ended June 30, 1960
On Roll First of Year -----	197	192
ADMISSIONS		
Received from Courts -----	126	149
Returned from Conditional Release -----	24	27
Runaways Returned -----	0	0
Transferred from Other Institutions -----	0	0
Other Admissions -----	1	0
Total Admissions -----	151	176
On Roll and Admissions -----	348	368
SEPARATIONS		
Discharged without Conditional Release -----	5	6
Conditionally Released -----	151	143
Runaways -----	0	1
Transferred to Other Institutions -----	0	0
Other Separations -----	0	0
Total Separations -----	156	150
Population End of Year -----	192	218
Average Population for the Year -----	201	201
Average age of Students -----	14	14
Average Length of Enrollment -----	17 mos.	17 mos.

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1959	Year Ended June 30, 1960
Parents living together -----	69	72
Parents separated -----	35	61
Parents divorced -----	31	28
Step-Father -----	35	35
Step-Mother -----	9	8
Father deceased -----	27	28
Mother deceased -----	11	9
Orphans -----	1	2
Foster Parents -----	6	5
Illegitimate -----	15	17

DISTRIBUTION OF POPULATION BY COUNTIES

County	1958	Year Ended June 30, 1959		Year Ended June 30, 1960			
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	4	5	5	4	3	4	3
Alexander	0	0	0	0	1	0	1
Anson	1	0	0	1	0	1	0
Ashe	2	0	2	0	1	0	1
Avery	2	0	2	0	2	1	1
Beaufort	0	1	0	1	0	0	1
Bladen	1	2	1	2			
Brunswick	1	0	1	0		0	
Buncombe	8	5	7	6	13	6	13
Burke	3	3	0	6	1	3	4
Cabarrus	6	2	7	1	7	1	7
Caldwell	1	2	1	2	3	2	3
Carteret	2	1	0	3	1	3	1
Catawba	8	9	8	9	4	4	9
Chatham	1	0	1	0	0	0	0
Cherokee	0	0	0	0	1	0	1
Clay	2	0	0	2	0	2	0
Cleveland	0	4	0	4	1	5	0
Columbus	1	0	1	0	1	0	1
Craven	0	0	0	0	2	0	2
Cumberland	3	2	1	4	9	4	9
Davidson	3	2	3	2	5	1	6
Duplin	1	0	0	1	2	1	2
Durham	7	3	9	1	3	0	4
Edgecombe	2	1	2	1	0	1	0
Forsyth	6	3	5	4	8	3	9
Franklin	1	0	1	0	0	0	0
Gaston	7	5	4	8	3	6	5
Gates	0	2	0	2	0	1	1
Graham	3	0	3	0	0	0	0
Guilford	20	19	18	21	20	16	25
Halifax	3	3	3	3	1	1	3
Haywood	2	2	2	2	3	2	3
Henderson	2	5	3	4	1	2	3
Iredell	4	2	3	3	0	1	2
Jackson	3	5	3	5	2	6	1
Johnston	0	1	1	0	0	0	0

DISTRIBUTION OF POPULATION BY COUNTIES

County	1958	Year Ended June 30, 1959			Year Ended June 30, 1960		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Lee	5	1	2	4	1	5	0
Lenoir	2	2	2	2	0	0	2
Lincoln	0	0	0	0	3	0	3
Madison	0	0	0	0	2	0	2
Martin	2	0	0	2	0	2	0
McDowell	4	5	3	6	4	4	6
Mecklenburg	8	7	4	11	11	9	13
Mitchell	0	0	0	0	3	0	3
Montgomery	1	2	1	2	0	2	0
Moore	1	1	0	2	1	1	2
Nash	6	4	3	7	0	6	1
New Hanover	1	4	0	5	3	5	3
Orange	0	0	0	0	1	0	1
Pitt	0	0	0	0	1	0	1
Randolph	1	0	0	1	4	1	4
Richmond	3	2	3	2	4	1	5
Robeson	8	8	4	12	7	9	10
Rockingham	6	3	5	4	0	2	2
Rowan	2	5	1	6	1	4	3
Rutherford	4	1	2	3	2	4	1
Sampson	2	0	1	1	0	1	0
Scotland	6	1	7	0	0	0	0
Stanly	3	2	2	3	4	2	5
Surry	2	0	2	0	2	1	1
Swain	2	1	2	1	1	1	1
Transylvania	4	1	3	2	2	2	2
Union	0	0	0	0	1	0	1
Vance	0	0	0	0	1	1	0
Wake	5	3	6	2	6	2	6
Watauga	0	0	0	0	2	0	2
Wayne	5	1	2	4	4	3	5
Wilkes	1	4	1	4	4	1	7
Yadkin	2	1	2	1	1	0	2
Yancey	1	3	1	3	0	3	0
Totals	197	151	156	192	176	150	218

AGE AND GRADE CLASSIFICATION

SCHOOL YEAR 1958-59

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10										0
11	1									1
12	1	5	5	2						13
13	1		7	9	9	1				27
14	3	1	5	12	12	11				44
15		1	2	5	15	15	8			46
16	2		1	1	3	2	3	2		14
17			1		2		2	1		6
18										0
Total	8	7	21	29	41	29	13	3	0	151

SCHOOL YEAR 1959-60

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10	1									1
11	1		2	1						4
12	1	2	3	3						9
13		4	6	17	7	1				35
14	1	3	3	16	10	8	1			42
15	1		5	11	15	22	10			64
16		2		1	5	3	1			12
17				1	3	2		3		9
18										0
Total	5	11	19	50	40	36	12	3	0	176

STATE TRAINING SCHOOL FOR GIRLS

KINSTON, NORTH CAROLINA

Mr. Blaine M. Madison
Commissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

We welcome again the opportunity to submit to you the eighth biennial report of The State Training School for Girls at Dobbs Farm for the year ending June 30, 1960.

We are pleased to report that under the guidance and direction of our Commissioner, and the Board of Correction and Training with the interest and cooperation of a capable staff, progress has been indicated in all areas of our program.

INSTRUCTION

Academic: School is operated on a 12 months basis which offers an opportunity for greater exploration of individual needs and provision for meeting these needs.

The entire population is included in the academic program, with a view toward placement in the program according to needs, aptitudes, and abilities. The program is geared to one half of the day for the academic instruction and vocational or special education activities make up the other half of the students school day. Special education classes are most helpful for retarded students. The school staff consists of the Principal and seven other teachers, three of whom are vocational teachers. Academic classes are taught through the eleventh grade. Proper recognition and certificates are issued to the students upon satisfactory completion of required work for eighth grade. State adopted text books are used. Criteria used for classification and proper placement in the school program includes the child's school record, observation of interests

during the orientation period, and a battery of tests which are administered periodically to help determine the child's needs. Interests have increased greatly in our Library and related activity program. The Library, which is under the supervision of the teacher-librarian, is an asset to the program.

A special class in the area of business education has been set up during this biennium which includes typing and general business. This class was small but the girls found it interesting and beneficial.

Music and its related activities have been quite an asset to our program. In addition to the regular public school music it includes a good Glee Club which has been a splendid asset to the program. Through this medium emphasis has been placed on participation, coordination and integration of activities at the community level. Invitations are extended for participation in religious, dramatic and educational activities including the County-wide Music Festival which is recognized as an annual outstanding activity. Music provides an excellent opportunity for good public relations program interpretation as well as individual and group therapy which is enjoyed by all.

Vocational: Activities offered include Homemaking in all of its related areas -- sewing, cooking, appreciation of beauty and resource use education, arts and crafts with emphasis on ceramics and varied aspects of creativity. Special progress has been made in this area of vocational training. It serves a special therapeutic need for many of our children who are slow learners or retarded and often find it difficult to respond satisfactorily otherwise. The laundry offers opportunity for learning by doing--a necessary service for both daily living and subsequent employment. Noticeable progress is in evidence in this department. Beauty clinic provides an opportunity for development and growth in self-improvement which is both therapeutic and enjoyable.

Recreational: The Recreational Program has made progress despite the absence of a full time recreation supervisor. Emphasis has been placed on the importance of varied but constructive recreational activities. Opportunity has been provided for growth and development through supervised and free play and participation in meaningful activities. It also provides opportunities for observation and development in special interests and hobbies as well as normal outlets for energy and self expression. It includes quiet and active games, club organization, dramatics, and competitive sports. The recreation program is well integrated in every phase of our institutional life and contributes greatly to the mental and physical health of the girls.

COTTAGE LIFE

Counseling: Cottage life is one of the most important phases of our program in that it attempts to provide as normal a home life atmosphere as is possible within an institutional setting. The cottage life sets the tone of the campus. It begins normally with counseling as needed individually and group wise through capable cottage counselors who serve the child's needs in varied capacities and perhaps in more areas of need than any other member of the personnel. Our children are exposed to constructive treatment through cottage life during their entire institutional stay beginning with orientation and continuing until release. They may move necessarily from one cottage to another as needs seem to be indicated for growth and development but the need for treatment through understanding, guidance, leadership, and direction is ever present through constructive counseling whenever and wherever it is needed.

Moral and Religious Training: Moral and Religious Training is provided daily through routine training in cottage life as well as in all areas of the program. Basic Christian living is stressed throughout the Institution. The school is fortunate to have on its staff one who has special training in Religious education. She assists with the moral and religious training of the entire population through planned activities which include daily participation in cottage devotions, Sunday School, Vespers, attendance on and off campus worship services, and constructive Christian education programs for the group all are a part of our moral and religious training program.

Group Living: Meaningful group living is often realized for the first time through our cottage life program. They learn the value of love and respect, cooperation, and team work as it relates to the varied aspects of group living and satisfying family relationships. With its disciplines, cottage life organization offers opportunity for self expression participation.

Personal Hygiene and Grooming: Personal hygiene and grooming is a most important factor in the total learning program and helps to develop a wholesome attitude and pride which is a must for each child. The basic fundamentals of good health, physically and mentally are stressed around the importance of personal hygiene and personal grooming at all times. The proper care of clothing as well as proper grooming is emphasized in cottage life and elsewhere as basic routine for each individual.

Housekeeping: Housekeeping is a natural part of daily routine and training. Each child learns to take an active part in good housekeeping, with-

out which no program or cottage life is complete. This phase of the program is stressed daily. The general response is gratifying.

GENERAL SERVICES

Food Service: Food service is of vital importance at the Training School. It serves a two fold purpose-- learning by doing and on the job training. Every girl should be well trained in the dynamics of food preparation and food service. No training nor service is more meaningful nor more important in a girl's basic training than food service. Girls participate in the phase of homemaking. It offers a new experience, a new challenge through new practices and new customs. Preparation and service of attractive well balanced nutritional meals. This training is given by special assignment for each girl. This also provides opportunity for subsequent employment in the area of food preparation and waiting.

Girls are taught conservation and preservation of foods through refrigeration for future economy in their own homes. Assignments are varied, meaningful and enjoyable in all areas of food preparation and service. This assignment is offered to each girl.

Psychological and Social Services: Psychological and Social Services have been most helpful in our institutional program. This has been done primarily through the cooperation and direction of the Administrative Office of the Board of Correction and Training. With limited assistance at the school, we are looking forward to a full time social service worker, however, which will provide additional services in this area.

Medical Care: Thorough medical and dental examinations are provided for each girl after her arrival at the school and necessary health services provided on basis of needs as indicated.

The Medical Care program is under the school physician with the assistance of a resident nurse who works under his direction. Periodic visits are made routinely by the physician who is on call otherwise if needed. Dental clinics are held periodically also.

Operation and Maintenance: The operation and maintenance of the physical plant is maintained under the capable supervision of our two maintenance men with limited assistance of chores which can be done by our students such as helping to beautify and keep the grounds, etc.

Capital Improvements: A beautiful modern cottage for 25 girls has been completed and occupied during this biennium for which we are most

grateful. It is quite an asset to the entire program and this cottage is being used as a Pre-release Cottage. Every girl is striving hard to merit living in the new cottage.

Farm Operation: Our farm has made noticeable improvement despite the fact that it continues to operate on a very limited basis. The person in charge has done a good job with the assistance of the girls and a counselor. Fresh produce from the farm is provided in season and much is preserved for future use through refrigeration. Pigs, chickens, and eggs are also provided from farm activities. The farm personnel and the girls have worked well and results have been profitable as well as therapeutic.

We wish to express our sincere appreciation to his Honor the Governor of North Carolina, to The North Carolina Board of Correction and Training, to our Commissioner, Mr. Blaine M. Madison, his administrative assistant and staff, and to all Departments of Government, State and County, to all organizations, individuals, and friends who have contributed to our welfare and progress during this biennium.

We want to express our gratitude also to our staff whose cooperation and services have been rendered willingly and well and for the opportunity to have worked with you in serving our children again during this biennium.

Respectfully submitted,

(Miss) Mae D. Holmes
Superintendent

PERSONNEL

Name	Classification	Date of Employment
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ADMINISTRATION

Mae D. Holmes	Superintendent	7-1-44
James R. Covington, Sr.	Accounting Clerk	6-1-59
Ethel Ruth Parker	Stenographer Clerk	11-1-55

INSTRUCTION

Blanche G. Reid	Principal	9-1-44
Eloise C. Beech	Teacher-Social Worker	9-1-59
Cora W. Artis	Teacher-Academic	9-1-57
Either B. Covington	Teacher-Academic	7-1-59
Laura L. Edwards	Teacher-Vocational	5-18-53
Vonnie C. Gore	Teacher-Vocational	9-1-57
Ethel B. Harvey	Teacher-Vocational	7-1-59

CUSTODIAL CARE

Marie G. Bryan	Dietitian	3-11-55
Ella M. Jarmon	Food Server Supervisor	3-19-56
Marie Roland	Cafeteria Assistant	10-1-57
Marylou Bowers	Counselor	10-15-59
Leona Barnes	Counselor	9-1-55
Irene Roberts	Counselor	6-23-58
Pearlie K. Brown	Counselor	9-15-59
Anna M. Winston	Counselor	6-18-57
Dorothy T. Brinson	Counselor	6-1-56
Lillian Ferrell	Counselor	3-15-59
Daisy E. Harrington	Trades Supervisor	2-1-54
Josephine E. Williams	Practical Nurse	11-11-51

AGRICULTURE

Wilbert L. Warren	Farm Foreman	3-7-48
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OPERATION AND MAINTENANCE

Zebidee Whitfield	Maintenance Man	10-1-57
Eddie A. Brower	Maintenance Man	2-1-56

GENERAL INFORMATION

Capital Assets ----- \$824,763

Capital Improvement Appropriation for the
1959-60 Biennium:

1. Cottage for 25 girls with Equipment -----	\$ 75,000
2. Physical Education Building -----	\$ 61,500
3. Campus Lighting -----	\$ 2,000

BUDGET

For the Two Years Ended June 30, 1960

	Year Ended June, 1959	Year Ended June, 1960
Total Requirements -----	135,887	172,004
Less: Receipts -----	15,668	16,130
Appropriation -----	120,219	155,874
Cost per Capita:		
All Sources -----	1,526	1,669
Own Receipts -----	176	156
Appropriation -----	1,350	1,513
Summary by Purposes:		
I. - Administration -----	15,416	15,907
II. - Instruction -----	32,655	40,940
III. - Custodial Care -----	58,924	75,537
IV. - Agriculture -----	7,323	7,484
V. - Operation and Maintenance -----	21,569	31,736
VI. - Workmen's Compensation -----		400
Totals -----	135,887	172,004

STATE TRAINING SCHOOL FOR GIRLS

53.

MOVEMENT OF POPULATION

	Year Ended June 30, 1959	Year Ended June 30, 1960
On Roll First of Year -----	88	85
ADMISSIONS		
Received from Courts -----	65	85
Returned from Conditional Release -----	1	6
Runaways Returned -----	3	1
Transferred from Other Institutions -----	4	
Other Admissions -----		
Total Admissions -----	73	92
On Roll and Admissions -----	161	177
SEPARATIONS		
Discharged without Conditional Release -----	11	2
Conditionally Released -----	60	50
Runaways -----	1	1
Transferred to Other Institutions -----	4	
Other Separations -----		
Total Separations -----	76	53
Population End of Year -----	85	124
Average Population for the Year -----	89	103
Average Age of Students -----	15	15
Average Length of Enrollment -----	18 mos.	15 mos.

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1959	Year Ended June 30, 1960
Parents living together -----	21	19
Parents separated -----	28	30
Parents divorced -----	6	3
Step-Father -----	9	4
Step-Mother -----	3	7
Father Deceased -----	6	4
Mother Deceased -----	5	4
Orphans -----	1	1
Foster Parents -----	19	25
Illegitimate -----	13	15

DISTRIBUTION OF POPULATION BY COUNTIES

County	1958	Year Ended June 30, 1959			Year Ended June 30, 1960		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	2	0	1	1	0	1	0
Alleghany	0	1	0	1	0	1	0
Anson	0	3	0	3	0	2	1
Bladen	1	0	0	1	1	2	0
Buncombe	4	0	4	0	3	0	3
Burke	1	0	1	0	0	0	0
Cabarrus	1	1	1	1	1	1	1
Caldwell	1	4	2	3	1	1	3
Camden	0	2	1	1	1	1	1
Catawba	1	0	1	0	1	0	1
Chowan	1	0	1	0	0	0	0
Columbus	2	1	2	1	1	0	2
Craven	0	0	0	0	2	1	1
Cumberland	3	5	3	5	3	4	4
Dare	0	2	0	2	0	0	2
Davidson	0	0	0	0	1	0	1
Durham	5	1	5	1	2	1	2
Edgecombe	4	4	4	4	2	1	5
Forsyth	6	7	3	10	9	5	14
Franklin	1	0	1	0	1	0	1
Gaston	3	1	2	2	3	0	5
Gates	1	0	1	0	0	0	0
Granville	0	1	0	1	0	0	1
Guilford	10	7	8	9	9	6	12
Halifax	0	0	0	0	1	0	1
Henderson	1	0	1	0	1	0	1
Iredell	1	0	1	0	0	0	0

DISTRIBUTION OF POPULATION BY COUNTIES

County	1958	Year Ended June 30, 1959			Year Ended June 30, 1960		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Johnston	1	1	0	2	1	1	2
Lee	2	4	2	4	4	2	6
Lenoir	1	1	1	1	2	1	2
Martin	0	0	0	0	1	0	1
McDowell	1	0	1	0	1	0	1
Mecklenburg	6	7	4	9	11	6	14
Montgomery	1	2	2	1	0	1	0
Moore	0	1	0	1	1	0	2
Nash	1	0	1	0	4	1	3
New Hanover	2	1	2	1	0	0	1
Northampton	1	0	1	0	0	0	0
Orange	1	1	1	1	0	0	1
Pasquotank	0	1	0	1	0	1	0
Pitt	1	0	1	0	1	0	1
Randolph	1	0	1	0	0	0	0
Richmond	1	1	1	1	1	0	2
Robeson	2	1	2	1	6	1	6
Rockingham	1	0	0	1	0	1	0
Rowan	1	1	1	1	1	0	2
Rutherford	3	0	1	2	1	2	1
Sampson	2	1	1	2	0	1	1
Scotland	1	1	1	1	1	0	2
Union	0	2	1	1	0	1	0
Vance	0	1	0	1	0	1	0
Wake	6	7	7	6	6	6	6
Wayne	2	0	2	0	7	0	7
Wilson	1	0	0	1	0	0	1
Totals	88	74	77	85	92	53	124

AGE AND GRADE CLASSIFICATION
SCHOOL YEAR 1958-59

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10										
11										
12	1	3								4
13	4	1	2	2						9
14	2	2	1	1	3					9
15			1	8	10	7	2			28
16	1		2	1	13	2	1	1		21
17		1	3		1		2	5		12
18						2		1		3
19										
Total	8	7	9	12	27	11	5	7		85

SCHOOL YEAR 1959-60

Age	Grades									Total
	Special Education	5	6	7	8	9	10	11	12	
10										
11		2	3	1						6
12	3		2	1						6
13	2		1	6	2					11
14	1		2	7	8	4				22
15	4		2	5	10	7	7			35
16			1	3	5	17	11			37
17				1	1	2	1	1		6
18							1			1
19										
Total	10	2	11	24	26	30	20	1		124

STONEWALL JACKSON TRAINING SCHOOL

CONCORD, NORTH CAROLINA

Mr. Blaine M. Madison
Commissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

It is my privilege to submit to you the twenty-sixth biennial report from Stonewall Jackson Training School covering the years 1958-1959 and 1959-1960.

INSTRUCTION

ACADEMIC: The academic department is continuing to improve the school program under the leadership of our new principal, Mr. Paul Lentz. Mr. Lentz has been able to get close cooperation from teachers and other staff members in putting the academic school program in its proper place. This effort on the part of the teachers and staff seems to have caused many boys to decide on continuing their education and finish high school. Some are asking about trade schools after they finish high school. Our curriculum has been enriched through the addition of a commercial class. This course has proved to be one of the most popular among the students.

VOCATIONAL: Our vocational department was reorganized three years ago with the instructors holding certificates from the State Department of Public Instruction. Of course many of our instructors were certified on conditional certificates based upon their period of service, and as a whole this program seems to be meeting the needs of our students. We are looking forward to improvement both in the academic and vocational departments, when the wing of the new school is completed in the near future.

RECREATIONAL: A full intramural program in all the major sports has been carried out under the direction of the Athletic Director. Good sportsmanship and learning to live together is stressed in all recreational activities. The Athletic Director and representative of the cottage counselors attended a workshop sponsored by the State on Creative Dramatics. With the assistance of the Athletic Director and the Assistant Superintendent, Creative Dramatics has been initiated into the recreational program.

COTTAGE LIFE

COUNSELING: Our cottage program is functioning smoothly and pro-

gressively. Through the media of weekly staff meetings, conferences and workshops, all pertinent data and information are passed on to them. The results indicate a better planned and more adequate cottage activities. More time is given to the study and counseling of the individual boy and in preparing an adequate program to meet his needs.

MORAL AND RELIGIOUS TRAINING: We continue to have our Religious Emphasis Program for the cottages during the month of January each year. Local ministers and lay leaders are invited to meet with the cottage groups during this month for a series of religious services which has meant so much to the boys and the staff. The Ministerial Association of Cabarrus County supply our guest ministers for our Sunday Church Services, special holiday services and counseling services to the students as the need arises. In addition to daily devotions held in the cottages, the cottage groups attend a mid-week service each week in the Chapel.

GROUP LIVING: The placement of each student is the responsibility of the Social Services Department. Great care is used in placing the boys in a cottage with their age, size and interest group where he will receive the type of supervision and help his particular case demands.

PERSONAL HYGIENE AND GROOMING: Good grooming and personal hygiene are especially stressed in each cottage, under the supervision of the cottage counselors. Emphasis is placed on correct table manners, oral hygiene and establishing good health habits.

HOUSEKEEPING: All students are assigned specific housekeeping duties in each cottage. With the help of the cottage counselors they maintain the cottage and grounds in a neat and orderly fashion.

GENERAL SERVICES

FOOD SERVICE: At the beginning of this biennium a dietitian, Mrs. Tom Blume, was employed. Mrs. Blume stressed balanced meals and attractive servings. However, she decided to return to the teaching profession and resigned after about six months service. This position was then filled by Mrs. James Bost and we feel that Mrs. Bost and her staff have made many improvements. With the close cooperation of the farm manager, the cottage counselors and the Dietitian, the cafeteria has become a smooth functioning integral part of our program.

PSYCHOLOGICAL AND SOCIAL SERVICE: The records and progress of each student is maintained by the Social Services Department. Each student is afforded conferences with the Psychological and Social Worker in helping them become rehabilitated and make proper adjustments to the program at our school. Progress reports are submitted periodically, or when requested, to the referral agencies on each student. The Psychologist administers all tests to determine the boys abilities, aptitudes, personality and interests. In addition to these tests we have recently added the California Mental Health Analysis Test in an effort to gain more insight in determining the problems and causes of maladjustments of each student. All tests are given prior to the boys placement from the receiving cottage to a regular cottage. They are very helpful and instrumental in this place-

ment and helps the cottage counselors in rendering the best possible rehabilitation program.

MEDICAL CARE: The general health of the boys has been good. The infirmary has adequately met most of the needs for care of the sick. The Orthopedic Hospital in Gastonia takes care of all bone fractures, and the State Oral Hygiene Department sends a dentist to the school during the summer months and at Christmas vacation. During the past biennium we have had an increase in the number of patients being sent to the Cabarrus Memorial Hospital for surgery and other clinical care.

OPERATION AND MAINTENANCE: Since most of our buildings are very old, the operation and maintenance of the plant has become one of our greatest problems. We have made many improvements during the past two years and there still remains much painting and many repairs on windows and doors in many of the buildings. The maintenance department is under the direction of Mr. Fred VonCannon who succeeded Mr. Alpha Carriker. Mr. VonCannon has many years of experience in construction and maintenance work and is capable of planning and giving the proper supervision of the maintenance department.

CAPITAL IMPROVEMENT: During the past biennium our permanent improvements consist of replacing the porches on fifteen cottages, rewiring of our entire outside electrical system and setting up new street lights, the building of two new staff homes, the erection of a new piggery, and the installation of a new furnace in the administration building.

FARM OPERATION: Our farm department experienced the tragic loss of a barn that was burned along with eighteen head of cattle, many hogs and fifty tons of feed. We seem to have overcome this loss and hope to produce enough meat for our needs for the year. We are planning to build a new cattle barn as soon as plans can be worked out. We feel that our farm is a great asset to the school not only in production but supplying gainful occupations for many of our students.

Several personnel changes have been made during the past two years including the Assistant Superintendent. Mr. R. Vance Robertson who had been with the school for the past nine years accepted a position with the Board of Correction and Training as Supervisor of Cottage Life and Social Services. Mr. Hoyt O. Sloop who had been with the Kannapolis School System was selected as Assistant Superintendent and was able to continue the fine program initiated by Mr. Robertson.

The school personnel and I wish to thank you and your staff, the Board of Correction and Training, the Department of Administration, and all of the friends of the school for the continued help and understanding of our problems.

Respectfully submitted,

J. Frank Scott,
Superintendent

PERSONNEL

Name	Classification	Date of Employment
ADMINISTRATION		
J. Frank Scott	Superintendent	7-1-48
Hoyt O. Sloop	Assistant Superintendent	8-24-59
Mildred L. Shoe	Accountant Clerk	11-8-47
Vernon L. Watson	Social Service Worker	10-2-57
Lewis W. Cress	Purchasing Officer	4-15-59
Jane C. McCommons	Stenographer	4-20-60
Agnes L. Yarbrough	Typist Clerk	10-28-47

INSTRUCTION

Paul W. Lentz	Principal	3-1-55
Bennie M. Troutman	Teacher-Academic	3-15-48
James F. Caldwell	Teacher-Academic	7-1-46
Rachel P. Liske	Teacher-Academic	8-2-27
Sara S. Barbee	Teacher-Academic	5-31-54
Marie Y. Stallings	Teacher-Academic	8-26-48
Warren A. Ellis	Teacher-Academic	7-15-57
Doris T. Babb	Teacher-Academic	11-16-59
Carl M. Wentz	Teacher-Academic	5-25-53
James L. Coggins	Teacher-Academic	7-28-58
William F. Cannon	Teacher-Recreational	6-3-58
Robert L. Readling	Teacher-Vocational	7-15-53
Homer D. Faggart	Teacher-Vocational	10-15-51
Howard L. Mabrey	Teacher-Vocational	9-23-57
Lloyd R. Burris	Teacher-Vocational	2-15-58
Archie V. Ritchie, Jr.	Teacher-Vocational	11-15-57
Helen K. Cochrane	Teacher-Vocational	9-1-59
Emma E. Spears	Teacher-Vocational	12-16-44

CUSTODIAL CARE

Beatrice L. Bost	Dietitian	7-1-57
Henry F. Liske	Trades Supervisor	9-1-23
Joe B. Bost	Trades Supervisor	9-17-57
Mary W. Russell	Food Service Supervisor	10-1-41
Wilburn L. Ervin	Cafeteria Assistant	8-1-53
Stella R. Mabrey	Cafeteria Assistant	8-1-59
Bessie Y. Troutman	Cafeteria Assistant	3-15-48
James O. Henderson	Head Counselor	2-1-54
Adolphus P. Mann	Head Counselor	9-10-57
Sam G. Hinson	Counselor	9-11-47
James K. Peck	Counselor	4-17-45
Ross S. Hooker	Counselor	10-8-45
Harry L. Rouse	Counselor	5-15-44
Henry F. Tomkinson	Counselor	1-8-45

PERSONNEL — continued

Malcolm M. Cheek	Counselor	5-11-53
Harley J. Padgett	Counselor	11-16-57
Buford H. Hahn	Counselor	4-12-54
Calvin L. Miller, Jr.	Counselor	10-23-50
Leonard O. Parrish	Counselor	5-25-53
Donald M. Hill	Counselor	7-21-58
Joe G. Morris	Counselor	9-7-57
John W. Huneycutt, Sr.	Counselor	5-13-58
Laura C. Cheek	Assistant Counselor	6-1-53
Sue B. Hill	Assistant Counselor	7-21-58
Jewell K. Padgett	Assistant Counselor	11-16-57
Vera H. Hahn	Assistant Counselor	5-24-56
Ona W. Henderson	Assistant Counselor	2-1-54
Wauleen G. Hinson	Assistant Counselor	9-11-47
Myrtle C. Hooker	Assistant Counselor	1-16-46
Cora H. Mann	Assistant Counselor	9-10-57
Elise M. Miller	Assistant Counselor	11-6-50
Juanita H. Morris	Assistant Counselor	9-7-57
Sallie D. Parrish	Assistant Counselor	7-28-53
Ruth B. Peck	Assistant Counselor	4-17-45
Selma M. Rouse	Assistant Counselor	5-15-44
Anna H. Tomkinson	Assistant Counselor	1-8-45
Mary A. Huneycutt	Assistant Counselor	5-13-58
Joseph J. Novobilski	Trades Supervisor	9-10-54
Isabelle H. Mullis	Head Nurse	2-21-49
Helen B. Eller	Practical Nurse	8-25-52

AGRICULTURE

James L. Query	Farm Supervisor	8-22-34
James E. Auten	Dairy Herdsman	9-21-53
Robert L. Faggart	Herdsman	5-21-56
Clayton L. Mullis	Farm Foreman	2-3-49
James L. Brown	Farm Foreman	11-1-50
Walter L. Burr	Farm Foreman	2-1-59
Otho R. Suther	Farm Foreman	11-4-57
Robert E. Allman	Farm Foreman	3-7-60
Carl B. Eller	Farm Foreman	8-25-52

OPERATION AND MAINTENANCE OF PLANT

Fred M. VonCannon	Maintenance Man	11-4-57
Curtis A. Yarbrough	Grounds Maintenance Man	5-9-60
John R. Davis	Watchman	8-14-56
Oscar A. Morgan	Watchman	12-23-53

GENERAL INFORMATION

Capital Assets -----	\$2,040,645
Capital Improvement Appropriation for the 1959-61 Biennium:	
1. Academic and Vocational School Building -----	\$ 100,000
2. Alterations to Administration Building -----	\$ 25,000
Total Appropriation -----	\$ 125,000

BUDGET

For the Two Years Ended June 30, 1960

	Year Ended June, 1959	Year Ended June, 1960
Total Requirements -----	\$ 420,886	\$ 445,158
Less: Receipts -----	39,716	41,777
Appropriation -----	381,170	403,831
Cost Per Capita:		
All Sources -----	1,299	1,366
Own Receipts -----	123	128
Appropriation -----	1,176	1,238
Summary by Purpose:		
I. - Administration -----	38,542	37,392
II. - Instruction -----	91,868	96,340
III. - Custodial Care -----	177,780	187,186
IV. - Agriculture -----	63,625	72,205
V. - Operation and Maintenance of Plant -----	49,070	52,035
Totals -----	\$ 420,886	\$ 445,158

MOVEMENT OF POPULATION

	Year Ended June 30, 1959	Year Ended June 30, 1960
On Roll First of Year -----	319	328
ADMISSIONS		
Received from Courts -----	268	267
Returned from Conditional Release -----	31	50
Runaways Returned -----	5	1
Transferred from Other Institutions -----	1	0
Other Admissions -----	0	0
Total Admissions -----	305	327
On Roll and Admissions -----	624	655
SEPARATIONS		
Discharge without Conditional Release -----	16	16
Conditionally Released -----	286	301
Runaways -----	20	15
Transferred to Other Institutions -----	1	0
Other Separations -----	1	0
Total Separations -----	323	333
Population End of Year -----	328	322
Average Population for the Year -----	324	326
Average Age of Students -----	14	15
Average Length of Enrollment -----	13 mos.	13 mos.

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1959	Year Ended June 30, 1960
Parents living together -----	158	142
Parents separated -----	71	91
Parents divorced -----	34	55
Step-Father -----	26	42
Step-Mother -----	4	9
Father deceased -----	28	38
Mother deceased -----	12	15
Orphans -----	3	8
Foster parents -----	11	10
Illegitimate -----	15	35

DISTRIBUTION OF POPULATION BY COUNTIES

County	1958	Year Ended June 30, 1959			Year Ended June 30, 1960		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Alamance	3	5	3	5	1	5	1
Alexander	2	0	2	0	1	0	1
Alleghany	4	0	4	0	2	0	2
Anson	1	2	1	2	1	2	1
Ashe	4	4	3	5	4	4	5
Avery	2	2	2	2	4	3	3
Bladen	0	1	0	1	0	0	1
Brunswick	1	0	1	0	0	0	0
Buncombe	20	22	22	20	20	21	19
Burke	12	8	12	8	8	9	7
Cabarrus	10	14	10	14	8	12	10
Caldwell	9	13	10	12	10	12	10
Caswell	0	2	0	2	0	2	0
Catawba	7	14	6	15	9	13	11
Chatham	2	0	2	0	0	0	0
Cherokee	4	3	4	3	0	3	0
Clay	3	1	3	1	2	1	2
Cleveland	2	6	2	6	4	7	3
Columbus	8	3	8	3	3	3	3
Craven	0	1	1	0	1	0	1
Cumberland	9	8	10	7	10	7	10
Davidson	0	1	0	1	3	1	3
Davie	3	0	3	0	0	0	0
Duplin	1	0	1	0	0	0	0
Durham	2	2	2	2	3	3	2
Edgecombe	1	0	1	0	0	0	0
Forsyth	13	11	14	10	15	11	14
Gaston	23	24	26	21	15	21	15
Graham	1	2	0	3	0	3	0
Granville	0	4	0	4	0	4	0
Guilford	21	24	21	24	30	26	28
Halifax	0	1	0	1	1	1	1
Harnett	0	0	0	0	1	0	1
Haywood	1	2	1	2	7	2	7
Henderson	9	8	9	8	6	8	6

DISTRIBUTION OF POPULATION BY COUNTIES

County	1958	Year Ended June 30, 1959			Year Ended June 30, 1960		
	Total June 30	Admissions During Year	Released During Year	Total June 30	Admissions During Year	Released During Year	Total June 30
Iredell	1	6	1	6	5	5	6
Jackson	2	3	1	4	7	4	7
Johnston	0	2	0	2	4	3	3
Lee	3	2	3	2	2	2	2
Lenoir	3	2	2	3	4	3	4
Lincoln	3	2	3	2	10	4	8
Macon	0	2	0	2	1	2	1
Madison	2	4	1	5	5	6	4
McDowell	1	3	1	3	2	3	2
Mecklenburg	24	17	28	13	16	13	16
Mitchell	1	2	1	2	0	2	0
Montgomery	1	1	1	1	1	1	1
Moore	4	6	4	6	1	6	1
Nash	0	1	0	1	0	1	0
New Hanover	7	10	7	10	4	9	5
Polk	5	4	5	4	3	4	3
Randolph	6	4	5	5	9	5	9
Richmond	10	3	10	3	3	4	2
Robeson	15	13	14	14	11	14	11
Rockingham	9	4	8	5	4	5	4
Rowan	1	4	1	4	3	4	3
Rutherford	2	7	2	7	7	7	7
Sampson	2	1	2	1	0	1	0
Scotland	1	1	1	1	5	2	4
Stanly	7	5	7	5	2	5	2
Stokes	3	3	3	3	1	2	2
Surry	5	4	6	3	5	4	4
Swain	2	1	2	1	5	1	5
Transylvania	0	3	0	3	2	3	2
Union	2	1	2	1	5	1	5
Wake	4	8	4	8	7	8	7
Watauga	1	0	1	0	3	0	3
Wayne	4	7	4	7	7	7	7
Wilkes	7	7	9	5	12	5	12
Yadkin	3	4	3	4	2	3	3
Totals	319	335	326	328	327	333	322

AGE AND GRADE CLASSIFICATION

SCHOOL YEAR 1958-59

Age	Grade									Total
	Special Education	5	6	7	8	9	10	11	12	
10	6	1								7
11	9	1								10
12	9	6	2							17
13	7	11	10	6						34
14	17	4	11	15	4	1				52
15	15	2	8	29	29	17				100
16	9	1	11	13	30	29	5			98
17	3		1	1	2	1	2			10
Total	75	26	43	64	65	48	7			328

SCHOOL YEAR 1959-60

Age	Grade									Total
	Special Education	5	6	7	8	9	10	11	12	
9	2									2
10	2									2
11	3	1								4
12	11	3	2	2						18
13	12	6	5	2						25
14	31	8	15	7	1					62
15	29	7	17	12	16	11	1			93
16	20	8	16	16	15	13	5			93
17	8	3	1	3	2	2	3			22
18					1					1
Total	118	36	56	42	35	26	9			322

LEONARD TRAINING SCHOOL

McCAIN, NORTH CAROLINA

Mr. Blaine M. Madison
Commissioner of Correction
Raleigh, North Carolina

Dear Mr. Madison:

Leonard Training School welcomes the opportunity and privilege of submitting its first biennial report for the year ending June 30, 1960. It was during this period that the conception and birth of the school materialized. Since that time, we have proudly watched our school grow from its infant population of eleven students to well over its budgeted population.

We are pleased to report a vast amount of progress during this period for which we are most grateful.

HISTORY OF SCHOOL

Through the cooperation of the Governor, the 1959 General Assembly, the Department of Administration and the North Carolina Sanatorium System, an arrangement was made to transfer to the North Carolina Board of Correction and Training the South Division of the McCain Sanatorium for use as a Correction and Training School. The facility includes three main buildings, one small shop building and 228 acres of land. This allocation was made effective on July 29, 1959.

Immediately following the allocation a renovation project was begun to make the facility more functional as a Correction and Training school. Due to an urgent need to provide for an increasing number of students, it was determined that some boys could be accommodated at the school during the process of renovation. Consequently, on September 16, 1959, eleven students were transferred from Morrison Training School to the Training School at

McCain. From that small beginning, the student body has increased well beyond the budgeted population of one hundred and fifty. With the completion of the renovation, the plant was effectively arranged for use as a Correction and Training School.

On January 20, 1960, the Board of Correction and Training gave the new institution the official name of Leonard Training School. The school is named in honor of our first Commissioner of Correction, Mr. Samuel E. Leonard, who served in that capacity for thirteen years.

INSTRUCTIONAL

Academic Department: The academic department consists of six classroom teachers, one vocational agriculture teacher and one industrial arts teacher.

Regular classes are held for grades 4 through 8 five days per week. Students below grade 4 are enrolled in Special Education classes in which special attention is given to the individual needs of the students.

A necessity for remedial reading has been recognized and special attention and emphasis is placed on this area of subject matter.

All grades are using state adopted textbooks which are up to date. New books have been added to the library and a set of maps has been purchased.

We have an excellent choral club which performs regularly at school and has filled several outside engagements. This has been very instrumental in creating good public relations for the school.

The motto for the academic department is, "Going Forward With Growing Faith".

Vocational Education: The vocational department offers training in industrial arts and vocational agriculture.

In industrial arts students are given training in the areas of wood, metal, and leather work. Due to age and length of stay at the school, this training is exploratory in nature. Training thus received will aid our students in becoming good home mechanics, semi-skilled workers, and will broaden their consumer's knowledge whereby they may purchase more intelligently. The names and correct usage of common hand and power tools are taught and used in making various projects.

In vocational agriculture classes, which meet four hours per day, the

students are taught the theoretical and practical side of scientific farming. Through field trips, audio visual aids, and projects the students receive first hand knowledge on the importance of good farm practices and management.

Recreational: Recreational activities are a very important phase of the daily routine of our students. Under the leadership of our recreational director and the cottage life department, a wholesome program has been developed. The general objectives of our program are fun, health, character, and safety under leadership. Here students are taught the value of fair play, team work, and to play together harmoniously. Each student is encouraged to participate and activities are planned so that each student can take part and thereby release pent up emotions and make worthy use of his leisure time.

Each cottage plans daily indoor and outdoor activities, such as parties, bingo, checkers, select television programs, talent shows, crafts, table tennis, tag football, basketball, baseball, softball and various games and activities.

We have three Boy Scout Troops, a choir, a dramatic club, and a variety of hobbies a student may pursue.

Our intra-mural program includes little league baseball, basketball, and softball with nearby schools and communities thereby providing additional recreation.

We have been most fortunate in securing the free services of entertainers ranging from magicians to concert soloists and pianists which our students have thoroughly enjoyed.

COTTAGE LIFE

Counseling: Teaching students to regard the rights of others, to care for property, respect for authority and how to live, work, and play together congenially are a few of the things we do through counseling.

Well qualified and trained house parents in the various cottages do most of our counseling on an individual and group basis as the need arises. We find this means of rehabilitation most effective and important in the training and guidance of young lives. Cottage parents work jointly with the Caseworker and Supervisor of Social Service when students need more direct counseling of a higher level to help them solve their problems and find themselves.

Counseling is not, however, confined to cottage parents but is used very effectively by all members of the personnel as a means to help rehabilitate

and educate our students.

Moral and Religious Training: Reverence to the Maker and the building of good character are important in the early training of children. At Leonard, we strive to meet the moral and religious needs of our students through daily cottage devotions, Sunday School, vespers, midweek devotions, Vacation Bible School, and counseling.

Religious activities are planned to fit the capacities and interest of the students. Thanking and worshiping God in unison is a real inspiration for the students. In Sunday School, students participate freely, their words are simple but the ideas are profound. The staff, students, and visitors find inspiration in listening to the speakers and music furnished by our choir in Sunday vespers. Ministers are scheduled for vesper service each Sunday afternoon by the Moore County Ministerial Alliance.

Vacation Bible School was very successful. All students attended for one week and participated in the following areas: Bible Study, Music, Arts and Crafts, and Recreation. Cottage life personnel and ministers in the nearby communities conducted the school.

Group Living: Learning to abide by group decisions, to live with and be a part of the group and to make a contribution to the group of which he is a part is very important in the social development of children in a democratic society. At Leonard, boys are taught to live, work and play together as a large family. Activities are planned for group participation and theoretical training is implemented through practice.

Cottage units meet regularly so that new students can be welcomed and made a part of the group. Students are also encouraged to make suggestions and contributions for the welfare of others. Selfishness is discouraged and replaced with charity in our dealings with the students and with their dealing with one another.

Personal Hygiene and Grooming: Students are reminded and taught daily the importance of good health habits and personal grooming. This is done by the resident nurse, cottage parents, and teachers. Individual conferences, group conferences, and audio visual aids are used most effectively to teach the importance of good health habits and grooming.

Students are taught that personal cleanliness and being well groomed are not only desirable but a very necessary way of life.

In the cottages boys are taught to shine their shoes, comb their hair, and do other things of a personal and grooming nature daily. Students are encouraged to wear personal clothing to school, on holidays, Sundays, and to special occasions.

Housekeeping: All boys are taught to keep their surroundings clean, orderly, and attractive at all times. We feel that this training has positive value in our overall rehabilitation process and upon the students who return to their home communities. Each boy is assigned to specific housekeeping task in his cottage and special boys are assigned to other areas of the school for cleaning and beautification purposes.

Under our program of housekeeping, students are encouraged to show originality and individuality in the arrangement of their rooms.

Each student upon arrival is taught to make his bed, arrange his clothing, shoes, and other items, and is trained in the importance of keeping a clean, uniform, and attractive environment. Cottages and other areas are checked daily for cleanliness and orderliness with incentive rewards given to students who do good jobs.

The training offered in this area will be very beneficial in seeking employment upon release because of the varied experience received in using cleaning equipment and materials.

GENERAL SERVICES

Food Service: The motto of the Food Service Department is "A well fed student is a happy one". To this end the department strives daily by serving well cooked balanced meals and by making the meals attractive and palatable. We feel that there is a positive correlation between a well fed child and his behavior portrayed elsewhere in the program.

In this department, the preparation and serving of meals is most important; however, this department also has the important function of training students in table waiting, cooking, dishwashing and other areas of food service work. This training will benefit the students in making a livelihood upon release.

The Food Service Department, along with the Cottage Life Department, plans monthly birthday parties for all students having birthdays during the month. These two groups also plan picnics, parties, and special celebrations. Soft drinks for special occasions are furnished to us by local bottling distributors. Milk, various desserts, and beverages are served at each meal.

Vegetables from the farm have added variety, freshness, flavor, and attractiveness to our daily diet.

Psychological and Social Services: The Social Service Worker is primarily concerned with four major functions: (1) to serve in a liaison role, aiding in bridging the gap between the student and the home; (2) to administer the testing program which aids the teachers and counselors in indentifying the students' psychological, sociological, mental health, and academic difficulties; (3) to assist the staff in understanding the students' difficulties, their significance and implications, and (4) to offer suggestions for eliminating or easing such difficulties as needed to aid the students in ascertaining their maximum benefit from the total school program. To carry out these functions the social worker conducts initial and continous counseling conferences with students for the purpose of enchancing the students' attitude and adjustment. The social worker maintains an institutional history for each student. This information is very useful to staff members in helping them to better understand the student and his problem, as well as aids in the placement and classification of students. The institutional history also gives an overall view of the student's apparent adjustment since his admittance.

When the need arises, all efforts of the staff are augmented by community and state resources such as child guidance centers, clinics, and other agencies to afford the child with every available opportunity to overcome his difficulties and find his rightful place in society.

Medical Care: The medical program is under the direction of the school physician, Dr. L. A. Curry, and the resident head nurse.

The general health of our students has been excellent. This program has been a very important aspect in the overall rehabilitation of our students. The spiritual, mental, and moral well being is always considered vitally important since we believe this has a direct bearing on one's health status.

Much emphasis is placed on the importance of good health habits through individual and group conferences, and through audio-visual aids. The cooperation of the nurse, teachers, and cottage parents promotes the "good health habits and practices" idea is a great extent.

Upon admission students are afforded a medical examination and when indicated treatment is administered or corrective measures taken. Polio shots are given to students having no record of immunization. A tuberculin

skin test is given to all students and positive reactors are given x-rays.

Dental clinics are held twice a year by dental surgeons of the State Board of Oral Hygiene during which all students are examined and treated according to their individual needs. Emergencies arising between clinics are referred to local dentists.

Outside hospital services are rendered the school by Saint Joseph Hospital of the Pines.

Operation and Maintenance: Keeping the plant in a state of good repair, servicing and repairing equipment for peak efficiency, making additions and changes to make areas more functional, and building and ground beautification are areas of work for the Operation and Maintenance Department. Students under the direct supervision of the personnel in this department learn by doing. The student is exposed to plumbing, carpentry, masonry work, painting, electricity, refrigeration, and the various, hand and power tools used in their trades. Definite compliance with the building codes of North Carolina and doing first class work are a must with this group. We feel that training received in this area can be very valuable in future employment and in aiding the student in becoming good home mechanics.

Capital Improvements: Immediately following the allocation of the plant by the State to the Board of Correction and Training, the renovation project was begun to make the facility more functional as a Correction and Training School. Partitions were removed to provide eight classrooms, a library, principal's office, storage, ladies' lounge men's lounge, student's lavatory, and an industrial shop.

New student desks, teachers' desks, textbooks, library books, audio-visual aid equipment, and other school equipment was purchased. The industrial arts shop was equipped with modern hand and power tools.

In the Food Service Department, partitions were removed to provide beautiful and spacious student and staff dining rooms, a dishwashing room, and ample cooking area. Some equipment was relocated so that it would be more functional and modern tables and chairs were purchased.

Other repairs and renovations were made and the entire plant painted. Money was appropriated during the biennium for a multi-purpose recreational building and plans call for construction to begin very soon.

Farm Operation: Our farm land had been idle for a few years prior to training school farm use. A lot of work was required before cultivation

could get underway. Driveways had to be prepared, shrubs and rubbish that had accumulated over the years had to be cleared away, and other small tasks had to be preformed. In keeping abreast with modern farming, soil tests were made, a new tractor with modern equipment was purchased, and certified seeds were bought to safeguard the highest yield of production. The farm operation is centered around truck farming.

The farm is operated by a farm supervisor and a farm foreman who supervise students in general gardening. The students are taught the operation, care of, and value of equipment and tools, the purpose of soil tests, the valuable use of certified seeds, and why gardening is essential. These things are taught so the student will have a wide knowledge of farm equipment and gardening work to help him in securing jobs and to keep him busy producing a wide variety of fresh vegetables for his family.

Fresh vegetables are produced on the farm and taken to the Food Service Department where it is consumed by staff members and students. This has been and will be in the future an economical aspect to the school because these vegetables would have to be purchased from the market otherwise.

The outdoor life and participating in farm work is definitely enjoyed by the students and offers them new experiences.

Acknowledgments: To the school staff and personnel of the administrative offices of the Board of Correction and Training, I express my appreciation for your loyalty and dedication to the work of the program.

We wish to express to Mr. Samuel E. Leonard, for whom our school is named, our feeling of honor in working here.

To the members of the Board of Correction and Training, His Excellency Governor Luther H. Hodges, the Department of Administration, the Advisory Budget Commission, the Commissioner and County Departments of Public Welfare, and all other officials, organizations, and friends who have contributed to our welfare, progress, and development during the biennium, we are very grateful to you for your understanding, interest, and support.

Sincerely,

William R. Windley
Superintendent

PERSONNEL

Name	Classification	Date of Employment
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ADMINISTRATION

William R. Windley	Superintendent	8-1-59
Talmond M. Cameron	Social Service Worker	12-1-59
Wallace McDougald, Jr.	Accounting Clerk	7-16-59
Gertrude L. Lomax	Stenographer	9-1-59

INSTRUCTION

Lawrence H. Robinson	Principal	9-1-59
Evelyn T. Windley	Teacher-Academic	9-1-59
Mary C. Chadwick	Teacher-Academic	6-1-60
Maxine R. McLinnahan	Teacher-Academic	1-1-60
William McCall	Teacher-Recreation	11-23-59
William T. Waterman	Teacher-Vocational	1-1-60
Albert J. Foxworth	Teacher-Vocational	5-13-60

CUSTODIAL CARE

Annie J. Johnson	Food Service Supervisor	10-16-59
Leon Gilchrist	Trades Supervisor	9-1-59
Abraham Wright	Food Server	10-16-59
Martha F. Parker	Food Server	2-1-60
David Stewart, Jr.	Counselor	1-12-60
Roosevelt Williams	Counselor	6-1-60
Thomas H. Duff	Counselor ..	11-1-59
Glenn T. McLinnahan	Counselor	12-1-59
Howard M. Todd	Counselor	12-3-59
Gene C. Zachary	Counselor	4-15-60
Annie H. Williams	Assistant Counselor	6-16-60
Eva I. McNeill	Assistant Counselor	11-1-59
Atha L. Buie	Assistant Counselor	12-15-59
Edward V. Martin	Assistant Counselor	3-7-60
Rosa M. McIntosh	Assistant Counselor	2-1-60
Herman L. Watson	Assistant Counselor	5-8-60
Ida A. Ross	Head Nurse	4-15-60

AGRICULTURE

Romas L. Hales	Farm Supervisor	9-1-59
John T. Alford	Farm Foreman	1-1-60

OPERATION AND MAINTENANCE

Lewis A. Marts	Maintenance Man	7-13-59
Herbert W. VanBoskerck	Maintenance Man	7-13-59
Emry Little	Watchman	8-24-59

GENERAL INFORMATION

Capital Assets	\$3,000,000
Capital Improvement for the 1959-60 Biennium:	
1. Renovation of Building	75,000
2. Multi-Purpose and Recreation Building	124,000
Total Appropriation	199,000

BUDGET

For the year ended June 30, 1960

	Year Ended June, 1960
Total Requirements	\$159,257
Less: Receipts	9,908
Appropriation	149,349
Cost per Capita:	
All Sources	1,874
Own Receipts	117
Appropriation	1,757
Summary by Purposes:	
I. - Administration	\$ 18,836
II. - Instruction	27,316
III. - Custodial Care	71,935
IV. - Agriculture	17,713
Totals	\$159,257
V. - Operation and Maintenance	23,457

MOVEMENT OF POPULATION

	Year Ended June 30, 1960
On Roll First of Year	0
ADMISSIONS	
Received from Courts:	153
Returned from Conditional Release	0
Runaways Returned	0
Transferred from Other Institutions	45
Other Admissions	2
Total Admissions	200
On Roll and Admissions	200
SEPARATIONS	
Discharged without Conditional Release	3
Conditional Release	10
Runaways	0
Transferred to Other Institutions	1
Other Separations	0
Total Separations	14
Population End of Year	186
Average Population for the Year	85
Average Age of Students	13.0
Average Length of Enrollment	12.1 mos.

Parental Status of Students in Institution at End of the Year

	Year Ended June 30, 1960
Parents living together	52
Parents separated:	46
Parents Divorced	2
Step-Father	11
Step-Mother	2
Father deceased	11
Mother deceased	4
Orphans	6
Foster Parents	10
Illegitimate	42

LEONARD TRAINING SCHOOL

DISTRIBUTION OF POPULATION BY COUNTIES

County Year Ended June 30, 1960	Admissions During Year	Released During Year	Total June 30
Alexander -----	1	0	1
Anson -----	1	1	0
Beaufort -----	2	1	1
Bertie -----	2	0	2
Bladen -----	3	0	3
Buncombe -----	6	2	4
Burke -----	2	0	2
Cabarus -----	1	0	1
Caldwell -----	1	1	0
Camden -----	1	0	1
Catawba -----	3	2	1
Chowan -----	1	0	1
Cleveland -----	2	0	2
Columbus -----	1	0	1
Craven -----	3	0	3
Cumberland -----	8	1	7
Davidson -----	1	0	1
Duplin -----	3	0	3
Durham -----	7	0	7
Edgecombe -----	2	0	2
Forsyth -----	9	0	9
Franklin -----	1	0	1
Gaston -----	1	0	1
Greene -----	1	0	1
Guilford -----	15	0	15
Harnett -----	1	0	1
Henderson -----	1	0	1
Iredell -----	2	1	1
Johnston -----	6	0	6
Lee -----	3	0	3
Lenoir -----	7	0	7
Lincoln -----	2	0	2
Martin -----	3	0	3
Mecklenburg -----	35	0	35
Moore -----	2	0	2
Nash -----	1	1	0
New Hanover -----	5	0	5
Onslow -----	2	0	2
Orange -----	3	0	3
Pamlico -----	1	0	1
Pitt -----	1	0	1
Richmond -----	5	0	5
Robeson -----	3	0	3
Rockingham -----	3	0	3
Rowan -----	2	1	1
Rutherford -----	4	0	4
Sampson -----	6	0	6
Scotland -----	1	0	1
Stanly -----	2	0	2
Transylvania -----	1	0	1
Vance -----	1	0	1
Wake -----	8	2	6
Warren -----	1	0	1
Wayne -----	7	1	6
Wilson -----	6	0	6
Totals -----	200	14	186

AGE AND GRADE CLASSIFICATION
SCHOOL YEAR 1959-60

Age	Grades					Total
	Special Education	5	6	7	8	
8						
9	4					4
10	4		2			6
11	24	1				25
12	25	4	4			33
13	34	4	4	3	2	47
14	17	7	10	6	6	46
15	4	7	4	3	6	24
16	2	2		7	1	12
17					1	1
Total	114	25	24	19	16	198

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THE VOCATIONAL PRINTING CLASS
JACKSON TRAINING SCHOOL
CONCORD, NORTH CAROLINA

